KIMICHI SCHOOL WORCESTER · CURRICULUM JOURNEY

English

A core subject for every pupil, every week

How English builds, year on year, from Lower School A to Upper Seniors

Lower School A
Year 7

- Reading and writing foundations through big ideas — morality, power and identity
- Speaking, listening and early analytical skills

MILESTONE
Reading baseline established

Lower School B
Year 8

- Perspective, rhetoric, symbolism and relationships
- Reading with more independence; writing with clarity and purpose

MILESTONE
First extended piece of writing

Inters
Year 9

- GCSE bridge: analysis, structure, unseen texts and analytical accuracy
- Developing confident reading, interpretation and extended writing

MILESTONE
GCSE options decision

Lower Seniors
Year 10

- GCSE literature and language; text knowledge and exam writing
- Analytical thinking, structure and confident interpretation

MILESTONE
Set texts secured

Upper Seniors
Year 11

- Revision, exam confidence, writing accuracy and transition literacy
- Consolidating knowledge and preparing for next steps

MILESTONE
GCSE English Language and Literature

WITH HUMANITIES
Argument, evidence, empathy and seeing another point of view.

WITH MUSIC
Lyrics, libretto, rhythm in language and reading aloud.

WITH EVERY SUBJECT
Extended writing, vocabulary and the confidence to explain.

CONSTANT AT EVERY STAGE

Classes of no more than ten · Music at the heart · Personalised pathways · Every pupil performs · Reading aloud and discussion in every unit

Every stage builds knowledge, skills, confidence and character — with music enriching learning all the way through.

INTENT — WHY WE TEACH IT

English is the subject that determines how much of the rest of the curriculum a pupil can reach. Many of our pupils arrive with significant gaps caused by absence rather than ability, and several are able readers who have simply stopped reading. We teach English to rebuild both the skill and the appetite — and to give young people the words for their own experience, which for this cohort is not a small thing.

WHY THE SEQUENCE RUNS THIS WAY

The early years are organised around big ideas — morality, power, identity — rather than around genres, because a pupil who has been out of school needs a reason to read before they need a technique. Rhetoric and symbolism follow once close reading is secure. Inters is deliberately a bridging year in which unseen texts and analytical accuracy are taught explicitly, so that the GCSE course is not the first encounter with either. The final year is consolidation and exam confidence rather than new content.

WHAT IT BUILDS ON, AND WHAT IT LEADS TO

Builds on primary reading and writing, with a baseline assessment on entry because so many of our pupils arrive with an incomplete record. Feeds directly into every other subject — the extended writing demands of History, Geography and Business all assume what English has built. Leads to GCSE English Language and English Literature, and to post-16 study of any kind.

HOW IT IS ASSESSED

Baseline reading and writing assessment on entry. Half-termly extended writing, marked against GCSE assessment objectives from Inters onwards. Regular low-stakes retrieval on set text knowledge. Full papers from the spring of Year 10. Speaking and listening assessed continuously through discussion rather than as a single event.

ADAPTED FOR OUR PUPILS

Texts issued in advance rather than met cold. Chunked extracts with generous spacing; digital copies for pupils who read better on screen. Paragraph frames for extended writing, faded as confidence grows. Reading aloud is normal and shared, so no pupil is ever singled out. Additional time and a reader or scribe where a pupil qualifies, arranged early rather than in the exam term.

IMPACT — WHAT YOU WOULD SEE

Pupils who read for pleasure again — the clearest single indicator in this subject. Extended responses that reach a judgement rather than listing features. Confident discussion in a small group. Progress in line with or better than target, with no systematic gap between reading and writing performance.

WHAT HELPS AT HOME

Read anything, together or alongside each other — audiobooks count. Ask what a character wanted and why. Talk about the news. Let them see you reading. If reading has stopped altogether, tell us: it is almost always fixable and never something to be embarrassed about.