ENGLISH

CURRICULUM OVERVIEW KS5 – 3 YEAR PATHWAY – ENGLISH LANGUAGE RESIT

OUR CURRICULUM INTENT

At TFA, our three-year pathway, English Language resit curriculum is designed to develop independent, resilient and confident readers and writers. Building upon the knowledge and skills acquired at KS4, the curriculum prioritises strategic revision, deliberate practice and the refinement of existing knowledge rather than the repetition of previously taught content.

Students are explicitly taught how to revise effectively through retrieval practice, understanding assessment objectives, timed application, comparison with exemplars and purposeful redrafting. Through regular diagnostic assessments, targeted feedback and interleaved practice, students learn to recognise their strengths, address misconceptions and apply their knowledge with increasing precision and independence.

Reading and writing are taught as complementary strands, enabling students to develop critical understanding, analytical confidence and effective communication. Our ambition extends beyond examination success: students should leave the programme equipped with the literacy skills, confidence and independence required to succeed in further education, employment and adult life.

CURRICULUM JOURNEY

Our students begin their post-16 English journey by developing an understanding of how to revise effectively and take ownership of their progress. Through diagnostic assessment and explicit teaching, they learn to identify gaps in their knowledge, understand examination expectations and make purposeful improvements to their work.

As the year progresses, students revisit the core competencies of reading, analysis, evaluation, comparison and writing through increasingly demanding and unfamiliar texts. Learning is deliberately interleaved across both AQA English Language papers, ensuring that previously acquired knowledge is retained, refined and transferred to new contexts.

Through structured modelling, guided practice, independent application and feedback, students become increasingly confident in evaluating their own performance and selecting appropriate strategies for improvement. By the end of the programme, students should demonstrate greater independence, accuracy and control in their reading and writing, alongside the resilience and communication skills required for life beyond GCSE.

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2
KS5	Reading: Questions 1–4	Writing: Question 5	Reading: Questions 1–4	Writing: Question 5	Reading: Questions 1–4	Writing: Question 5	Reading: Questions 1–4	Writing: Question 5	Reading: Questions 1–4	Writing: Question 5	Examinations
	Strategic Revision: Reading with Purpose Understanding assessment objectives, examination expectations and effective revision strategies across both papers.	**Strategic Revision: Writing with Purpose** Understanding AO5/AO6, effective planning, timed writing, model comparison and purposeful redrafting.	**Reading with Precision** Refining inference, language analysis, structural analysis and evaluation, with a focus on Paper 1 and the November mock examination.	**Crafting Imaginative Writing** Refining description, narrative organisation, vocabulary and technical accuracy through Paper 1 Question 5.	**Developing Analytical Confidence** Strengthening inference and analysis across fiction and non-fiction, using diagnostic feedback to refine responses.	**Writing with Control and Accuracy** Developing organisation, sentence control, vocabulary and technical accuracy across imaginative and transactional writing.	**Perspectives and Critical Comparison** Analysing writers' viewpoints, comparing perspectives and methods, and preparing for the March Paper 2 mock examination.	**The Power of Persuasion** Crafting effective viewpoints and arguments through rhetorical methods, structural choices and precise expression.	**Reading for Mastery** Interleaved revision of both papers, targeted improvement and increasingly independent examination application.	**Writing for Mastery** Interleaved imaginative and transactional writing, with a focus on planning, technical accuracy and examination stamina.	

GCSE QUALIFICATION | English Language

PAPER 1 • Explorations in Creative Reading and Writing	8700/1 | 1h 45m | 50% | 80 marks
PAPER 2 • Writers' Viewpoints and Perspectives	8700/2 | 1h 45m | 50% | 80 marks

OFFICIAL GCSE SPECIFICATION LINK www.aqa.org.uk