

ENGLISH – PROGRAMME OF STUDY - KEY STAGE 4

	Reading	Writing (Including Grammar & Vocabulary)	Speaking & Listening
Prior learning	As we are Alternative Provision sites, we cannot assume that a student beginning KS4 has had the opportunity to access fully (if at all) their entitlement to an English programme of study at KS3. However, we hope that, prior to the start of KS4 they have been able to, at least in part, learn skills within the key curriculum areas as follows:		
	<ul style="list-style-type: none"> reading a wide range of fiction and non-fiction, including <ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) seminal world literature making inferences and referring to evidence in the text knowing how language, including figurative language, poetic devices, vocabulary choice, grammar, text structure and organisational features, presents meaning studying setting, plot, and characterisation, and the effects of these 	<ul style="list-style-type: none"> writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> formal discussion texts stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations a range of other narrative and non-narrative texts, including arguments, and personal and formal letters using Standard English grammar, spelling and punctuation accurately 	<ul style="list-style-type: none"> speak confidently and effectively, using Standard English, in a range of formal and informal contexts, including: <ul style="list-style-type: none"> classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions improvising, rehearsing and performing play scripts and poetry
Taught content: Knowledge/Skills	<p>To complement a given examination syllabus (Functional Skills Level 1/2 or GCSE English Language and possibly English Literature, depending on what an individual is ready for), students should be given opportunities across the key curriculum areas to:</p> <ul style="list-style-type: none"> learn to read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information 	<p>To complement a given examination syllabus (Functional Skills Level 1/2 or GCSE English Language and possibly English Literature, depending on what an individual is ready for), students should be given opportunities across the key curriculum areas to:</p> <ul style="list-style-type: none"> learn to write clearly and coherently spell and use grammar and punctuation accurately 	<ul style="list-style-type: none"> understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners <p>Students should:</p> <ul style="list-style-type: none"> make formal presentations participate in debate use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

	<ul style="list-style-type: none"> • acquire a wider vocabulary through reading • develop inference skills and critical thinking through reading • improve understanding of grammar and knowledge of linguistic conventions through reading • appreciate our rich and varied literary heritage <p>Students should:</p> <ul style="list-style-type: none"> • read/be exposed to a range of literature and non-fiction, such as essays, reviews and journalism • have the opportunity to read: <ul style="list-style-type: none"> • at least one play by Shakespeare • writing from the 19th, 20th and 21st centuries • a range of poetry since 1789, including some Romantic poetry • be taught to make comparisons between texts in terms of content, context, theme and style • learn to summarise and synthesise information from different types of text • be taught to recognize the impact of a text's social and historical context on its interpretation • practise identifying and interpreting themes, ideas and information • explore aspects of plot, characterisation, events and settings, the relationships between them and their effects 	<ul style="list-style-type: none"> • adapt vocabulary and style for a range of contexts, purposes and audiences <p>Students should:</p> <ul style="list-style-type: none"> • adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue • select and organize ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • use vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to suit audience, purpose and context • use Standard English where appropriate 	<ul style="list-style-type: none"> • listen and respond appropriately in all contexts above
--	---	--	--

	<ul style="list-style-type: none"> • learn to find evidence within a text to support a point of view, including justifying inferences with evidence • practise distinguishing between statements that are supported by evidence and those that are not, identifying bias and misuse of evidence • learn how to analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate the effect/ impact of writer's choices • make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from their wider experience • be aware of multiple interpretations of textual information 		
Subsequent learning	At the end of Key Stage 4, students are able to choose their next educational/training step and this may include an individual proceeding to study English further at A level, or may instead involve them using the KS4 curriculum they have been exposed to supporting them in the following ways:		
	<ul style="list-style-type: none"> • Accessing course material for future study/qualifications • Understanding legal documents eg terms & conditions • Make value judgements about the quality and veracity of the information they are reading 	<ul style="list-style-type: none"> • Job applications • Assignments for future qualifications 	<ul style="list-style-type: none"> • Job interviews • Customer facing roles