

# Raedwald Academy Trust

## KS4 English Curriculum Policy



### Origins of the curriculum

Our Key Stage 4 English programme of study has its origins in the National Curriculum. Key knowledge and skills have been identified and progression mapped through from Key Stage 3 to Key Stage 4 as appropriate, ensuring continuity of knowledge and skill development. The curriculum is sequential with concentric elements built in to allow for the revisiting and reinforcement of key concepts—ensuring knowledge becomes embedded and long-lasting.

The purpose of this curriculum extends beyond meeting national curriculum requirements. It is designed to support successful reintegration into mainstream education and equip students with the skills they need for their end-of-Key Stage 4 assessments and post-16 education, training, and employment. We expect that our students will be entered for at least one qualification in English at the end of Key Stage 4.

This curriculum has been deliberately designed to meet the specific context of Alternative Provision (AP), where students may be placed on a short-term fractional placement. Flexibility is key: our curriculum allows us to respond dynamically to individual needs, ensuring coverage of key objectives while acknowledging the limits imposed by reduced guided learning hours.

Through our Key Stage 4 English curriculum, we intend to promote a love of the English language and literary heritage. By encouraging a passion for Reading, Writing and Oracy, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially, and spiritually intelligent members of society.

### Content and sequencing

The fundamental areas in our English Language and Readers for Life (oracy) curriculum are reading, writing, and oracy (speaking and listening). These are delivered through a thematic and concentric curriculum model. Each unit begins with a collection of texts—ranging from modern literature to heritage texts—which form the basis for reading comprehension, discussion, and writing tasks. This model supports students in developing analytical reading skills and using discussion and structured oracy to inform their written responses; key skills in reading, writing, and oracy are explicitly taught and assessed.

Our curriculum does not aim to cover the full English Literature GCSE content, due to the nature of the provision. Instead, it focuses on transferable skills that support success in English Language and complement students' broader academic development. Where students are entered for English Literature, mainstream schools remain responsible for teaching set texts.

Further refinements and adaptations to curriculum content may be implemented for students to access the provision through fractional or short-term placements. Teaching is adapted through scaffolded

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support, flexible pacing, and regular formative feedback, with a strong emphasis on developing students' confidence in oracy and structured discussion, preparing them for the spoken language component of their GCSE English Language qualification.

### Readers for Life Curriculum Policy

The Readers for Life curriculum is a bespoke curriculum model that was written for the Raedwald Trust to promote oracy and develop vocabulary, fluency, and comprehension.

A key aspect of the curriculum model is for it to be agile so that books are selected based on issues/ideas that will engage readers and support their areas of interest.

The Readers for Life Reading programme is a curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. The curriculum is built around a literature spine centred around diversity, that is relevant to the pupils to support their understanding of the world around them, developing social and emotional literacy whilst building cultural capital, acting as both a mirror and a window to themselves and others that they might not otherwise experience. There are a range of texts that will provoke feelings, thoughts, discussion, debate, and questions.

For each key stage, there is a literature spine that leaders can use to support pitch and appropriateness of text.

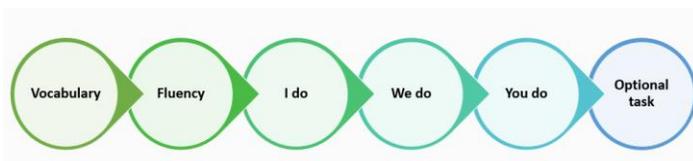
Each literature spine is organised by Key Stage and thematically (see below) which allows RT staff to select books and explore relevant issues to individual or groups of pupils/students.

Research and evidence shows that fluency can be a significant barrier to pupils/students future opportunities, the HfL research was pivotal in informing the design of this curriculum as well as cognitive science, such as Rosenshine's explicit instruction and Fiorella and Mayer's work on task design so that there is plenty of opportunities for pupils/students to revisit so that pupils/students become familiar with the routines and oracy tasks built within the curriculum. Within planning, scaffolding and challenge opportunities are identified to support the delivery of lessons.

### The fundamental areas in the Readers for Life curriculum are;

- Explicit vocabulary instruction
- Fluency to develop prosody
- Comprehension

### The structure of a lesson is as follows:



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### Thematic literature spine (KS2 – KS4)

	Block 1 (2 wks)	Block 2 (2 wks)	Block 3 (2 wks)	Block 4 (2 wks)	Block 5 (2 wks)	Block 6 (2 wks)	Block 7 (2 wks)	Block 8 (2 wks)	Block 9, 10, 11 (6 wks)	Block 12, 13, 14 (6 wks)	Block 15, 16 (4 wks)
KS2	<b>Rise Up</b> Amanda (Anthology of biographical narratives)  Extraordinary stories	<b>The Look Inside</b> Shaun Tan (Picture book)  Humour  <b>Additional study - poems:</b> <b>Emotional Menagerie</b>	<b>Greek Myths</b> Marcia Williams (Cartoon style narratives)  Essential cultural capital	<b>The Wolves of Currampaw</b> William Grill (Picture book)  Beautiful and captivating	<b>Climate rebels</b> Ben Lerwill (Anthology of biographies)  Environmental responsibility	<b>The great foodbank heist</b> Onjali Q Rauf  Poverty, use of food banks	<b>The Journey</b> Francesca Sanna (Picture book)  Refugees and loss  <b>Additional study - poems:</b> <b>Emotional Menagerie</b>	<b>Break the Mould</b> Sinead Burke (Guide to life)  Inclusion and difference	<b>The boy who met a whale</b> Nizrana Farook  Environmental responsibility, inclusion, gentle thriller	<b>Girl Savage</b> Katherine Rundell  Living on the edge of society, conforming <b>Additional study - poems:</b> <b>Emotional Menagerie</b>	<b>A Kind of Spark</b> Ellie McNicoll  Autistic perspective, Manningtree witches story
KS3	<b>Changes in Na Man's Land</b> Elizabeth Laird (Short narrative)  Modern conflict	<b>Can you see the light?</b> Libby Scott (Narrative - first person)  Autistic perspective	<b>Earth Heroes</b> Lily Dyu (Anthology of biographies)  Environmental responsibility	<b>Young, Gifted and Black</b> Jamia Wilson (Anthology of biographies)  Race and inclusion	<b>The Boy Who Made Everyone Laugh</b> Helen Rutter  Inclusion and acceptance, aspiration	<b>Make More Noise</b> Various (Anthology of narratives)  Suffragettes, female voice	<b>Stories of WW1</b> Various (Anthology of narratives)  Historical conflict	<b>Rhythm and Poetry</b> Karl Nova (Poetry collection)  The thinking behind poems	<b>The Windrush Child</b> Benjamin Zephaniah  Inclusion, social issues, historical issues	<b>The Light Jar</b> Lisa Thomson  Joyful narrative - friendship, trust	<b>Goldfish boy</b> Lisa Thomson  BOD, SEMH, bullying, bereavement
KS4	<b>Silence is not an option!</b> Stuart Lawrence (Guide to life)  Inspiration, hate crime, racism	<b>Hurricane Child</b> Kasea Callender  LGBT+, abandonment, natural disaster	<b>The List of Things that will not change</b> (Narrative)  LGBT+, divorce, change, families, relationships	<b>Quest: Stories of journeys from around Europe</b> (Anthology of narratives)  Broadening horizons	<b>What is Race?</b> Claire Heuchan & Nikesh Shukla (Non-fiction)  Factual perspective about race and racism	<b>Gold from the Stone</b> Lenn Sissay (Poetry collection)  Powerful poetry	<b>A Change is Gonna Come</b> Various (Anthology of narratives)  New voices, black representation	<b>Once Upon a Holocaust</b> Sita  Historical conflict, persecution, Holocaust	<b>Where the River Runs Gold</b> Sita Brahmachari  Climate change, environmental responsibility, bereavement	<b>Things the Eye Cannot See</b> Penny Joelson  Blind female protagonist, mystery, organised crime, gentle thriller	<b>When the Sky Falls</b> Philip Earle  Historical narrative - evacuees, PTSD, bullying, animals

**Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current issues;**

Formative assessment will be completed on an ongoing basis to inform practice and to identify any further fluency and comprehension difficulties that may otherwise have not been identified via the RT induction.

### Assessment and outcomes

Assessment is an ongoing process within the curriculum. Teachers assess student progress during each learning session using a RAG (Red, Amber, Green) rating system aligned to clearly defined learning objectives. This helps to identify individual progress over time and highlights areas requiring further teaching or support. Micro-assessments are built into each unit. Students also self-assess their progress against each lesson's objective, encouraging metacognition and ownership of learning.

Information gathered through formative assessment is used to inform lesson planning, identify gaps in knowledge, and tailor intervention strategies where needed. Our goal is for students to make strong progress in literacy, regardless of starting point.

We expect that our students will gain at least one qualification in English: at Functional Skills Level 1, Level 2, or GCSE, depending on the needs and abilities of each student. This is not the sole aim of our curriculum, however; we are committed to extending students beyond the classroom in English to enhance and develop creativity, exploration of the imaginary world, develop their oracy skills and, most importantly, increase self-awareness and confidence.

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#### English and the wider curriculum

English on the Haven Pathway actively supports the development of British Values, SMSC (spiritual, moral, social, and cultural development), and cultural capital. Literature and non-fiction texts used across the curriculum expose students to a broad range of experiences, voices, and perspectives—encouraging reflection on identity, justice, equality, and empathy. Through discussion and debate, students explore their own values and learn to articulate their opinions respectfully and effectively.

Reading is promoted not only as an academic skill but also as a gateway to understanding the world and themselves. Students are encouraged to read widely and engage critically with texts. Oracy development is central to the curriculum—structured speaking and listening tasks are embedded in every unit to prepare students for the spoken language endorsement at GCSE. These tasks help students build confidence, refine their articulation, and practise presenting their ideas coherently—essential skills for academic success and life beyond education.

Our vision is for every student to leave Key Stage 4 with the literacy skills, communication ability, and self-belief needed to access future opportunities and thrive as articulate, thoughtful members of society.