

### Origins of our KS4 English Curriculum

Our Key Stage 4 English programme of study has its origins in the National Curriculum. It reflects our commitment to providing students within our Alternative Provision opportunities to access their entitlement to as full and as challenging curriculum as experienced by their peers in mainstream education, within the constraints of our two day pathway. The ultimate purpose and aim of our curriculum is to prepare students for post-16 education, training and employment and to ensure they have covered the basic skills they need. Progression in Reading, Writing and Speaking & Listening at Key Stage 4 will be assessed in line with our assessment objectives and our RAG rated progression tool - against the learning objectives for assessing each lesson.

We expect that our students will gain at least one qualification in English: at Functional Skills Level 1 or Level 2 or at GCSE, depending on the needs and abilities of each student.

English lessons will focus equally on the importance of oracy, reading and writing skills. Students will access two 60 minute lessons of English each week. Students are encouraged to develop their thinking and understanding through sustained and productive dialogue with adults. It is important that this policy is read in conjunction with the English Programmes of Study.

Our Reading curriculum is supported by a strong and diverse literature spine. This forms the foundations of the Raedwald Trust Readers for Life Curriculum - a bespoke Reading curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. High quality texts are used to explore topics and themes that are relevant to our students. This daily taught curriculum uses explicit fluency instruction, explicit vocabulary instruction and structured book talk (comprehension support) to help students develop their skills and enjoyment for reading. All students will have an opportunity to read to an adult and explore any underlying difficulties with reading not already identified at induction.

### Content and Sequencing

A sequential and concentric approach is adopted to cover skills as mapped in the Programme of Study.

Skills are chosen to focus on those aspects of the National Curriculum identified as being of the most benefit to our cohort. The fundamental areas of our KS4 English curriculum are:

- Explicit vocabulary instruction
- Fluency to develop prosody
- Comprehension
- Creative Reading/Writing
- Language analysis

Taught through the Programmes of Study in the following blocks:

- 19<sup>th</sup> Century Gothic Horror – imagery; tension; authorial intent
- Creative Reading and Writing

# St Christopher's Academy – NSM

## Key Stage 4 English Curriculum Policy



- Writer's viewpoints and Perspectives
- Women of Shakespeare (Macbeth)
- Unseen Poetry
- Transactional Writing
- Exam skills/Techniques
- Language Skills through 19<sup>th</sup> Century Texts (Xmas Carol/Jekyll and Hyde)

KS4	Autumn	Spring	Summer
Year 1	19th Century Gothic Writing Writer's Viewpoints and Perspectives (Speaking and Listening)	Creative Reading and Writing Women of Shakespeare (Macbeth focus)	Language Skills Poetry
Year 2	Transactional Writing Poetry	Language skills through 19 <sup>th</sup> Century texts (A Christmas Carol/Dr Jekyll and Mr Hyde)	tbc

At St Christopher's we try to cover all skills pertinent to KS4 English, however, due to the reduced hours pupils are on site – we cover light touch for some aspects, and we do not read a novel in its entirety focusing more on English Language elements of the National Curriculum rather than Literature. Some of our pupils are unable to complete the speaking and listening elements of the National Curriculum Programmes of Study – formal presentations for example. However, the oracy elements of the National Curriculum are covered using the Readers for Life Curriculum. (See Readers for Life Policy)

Through our Key Stage 4 English Curriculum, we intend to promote a love of the English language and literary heritage from across the world. By encouraging a passion for reading, writing and speaking, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

### Assessment and outcomes

English at Key Stage 4 aims to provide all students with a varied, yet flexible programme of learning opportunities to enable them to attain their highest possible level of literacy and oracy.

We expect that our students will gain at least one qualification in English: e.g. TQUK Functional Skills level 1 or 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.

Formative assessment tools (progress tracking) enable ongoing assessment of pupil progress in English against learning objectives. From this, teaching staff can adapt lessons and provide targeted support where needed.

### English and the wider curriculum

In English, students are supported, encouraged and shown that they can - and are expected to - succeed. Ideas about fairness and equality will be discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society.

The overarching vision for English across the trust at Key Stage 4 is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including further education, training and employment. We also intend students to finish Key Stage 4 with a strong command of the spoken and written language, so they become effective communicators in the wider world.