

	<u>KS4 St Christopher's English Programme of Study</u>
Prior Learning from KS3:	<p><u>Reading</u></p> <ul style="list-style-type: none"> • To develop reading skills so pupils can read easily, fluently and with good understanding • To acquire a wider vocabulary • To develop an understanding of grammar • To develop an understanding of linguistic conventions • To develop the habit of reading widely and often, for both pleasure and information • To develop a love and appreciation of literature <p><u>Writing</u></p> <ul style="list-style-type: none"> • To write accurately, fluently, effectively and at length for pleasure and information through: • To write for a wide range of purposes and audiences • To consolidate and build on their knowledge of grammar and vocabulary <p><u>Speaking & Listening</u></p> <ul style="list-style-type: none"> • To speak confidently and effectively
Taught content: Knowledge /Skills	<p>As an alternative Provision, we offer a Fractional Placement and as such, students study core skills to complement a given examination syllabus (Functional Skills Level 1 and 2 or GCSE English Language and English Literature, dependent on their Home School exam requirement), students are given opportunities across the key curriculum areas to:</p> <p>Reading</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 • 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"> • Extracts of at least one play by Shakespeare • writing from the 19th, 20th and 21st centuries • a range of poetry since 1789 • 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 • 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 • be aware of multiple interpretations of textual information
<p>Taught content: Knowledge /Skills</p>	<p>As an Alternative Provision, we offer a Fractional Placement and as such, students study core skills to complement a given examination syllabus (Functional skills level 1 and 2 or GCSE English Language and English Literature, dependent on their Home School exam requirement). As part of the curriculum offer on the NSM pathway, English Language is delivered. Students are given opportunities across the key curriculum areas to:</p> <p>Writing</p> <ul style="list-style-type: none"> • learn to write clearly and coherently • spell and use grammar and punctuation accurately • 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 and argue or inform • 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 <ul style="list-style-type: none"> • use Standard English where appropriate
	Speaking & Listening <ul style="list-style-type: none"> • understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners Students should: <ul style="list-style-type: none"> • make formal presentations • participate in debate or discussion • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • listen and respond appropriately in all contexts above

Subsequent learning	As we are a Fractional Placement students may not be attending at the end of Key Stage 4. However, if they are still on a dual placement roll, 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 ay instead involve them using the KS4 curriculum they have been exposed to supporting students in the following ways:		
	READING	WRITING (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING
	<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 	<ul style="list-style-type: none"> • Job applications • Assignments for future qualifications 	<ul style="list-style-type: none"> • Job interviews • Customer facing roles

	information they are reading		
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