

READING – PROGRAMME OF STUDY - KEY STAGE 4

	Reading	Speaking & Listening
Prior learning	<p>We hope that, prior to the start of KS4 pupils have been able to, at least in part, learn the following:</p> <ul style="list-style-type: none"> • read a wide range of fiction and non-fiction • Make inferences and refer to evidence in the text • Know how language, including figurative language, poetic devices, vocabulary choice, grammar, text structure and organisational features, presents meaning • Study setting, plot, and characterisation, and the effects of these 	<p>We hope that, prior to the start of KS4 pupils have been able to, at least in part, learn the following:</p> <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>Included in our reading spine are books which cover a wide range of topics: inspirational figures, celebrating diversity, environmental responsibility, historical issues, joyful literary experience, poetry, female presentation and current issues. Understanding language as a wellbeing indicator, access to the curriculum, engagement with the wider world, aspiration and belief for every young person and helping them to become empowered adults underpins our Literature Spine.</p>	
	<p>Students should be given opportunities 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 • 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 	<p>Oracy development is central to the Readers for Life curriculum - speaking and listening tasks are embedded in all learning sessions.</p> <p>Students should be given opportunities to:</p> <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"> • 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 • 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 	<ul style="list-style-type: none"> • listen and respond appropriately in all contexts above
<p>Subsequent learning</p>	<p>At the end of Key Stage 4, we hope that the Readers for Life curriculum will support students in the following ways:</p> <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 	