

## English Programme of Study – Albany Academy

### Engage Springboard Pathway

ENGLISH			
PROGRAMME OF STUDY – SPRINGBOARD ENGAGE PATHWAY - ALBANY ACADEMY			
Prior learning: KS3	Reading	Writing (including spelling and grammar)	Speaking and listening
	<ul style="list-style-type: none"> <li>• reading a wide range of fiction and non-fiction, including English literature, both pre-1914 and contemporary, including prose, poetry and drama               <ul style="list-style-type: none"> <li>✓ Shakespeare (two plays)</li> <li>✓ seminal world literature</li> </ul> </li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing how language, including figurative language, poetic devices, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> </ul>	<ul style="list-style-type: none"> <li>• writing for a wide range of purposes and audiences, including:               <ul style="list-style-type: none"> <li>✓ formal discussion texts</li> <li>✓ stories, scripts, poetry and other imaginative writing</li> <li>✓ notes and polished scripts for talks and presentations</li> <li>✓ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>• using Standard English grammar, spelling and punctuation accurately</li> </ul>	<ul style="list-style-type: none"> <li>• speak confidently and effectively, using Standard English, in a range of formal and informal contexts, including:               <ul style="list-style-type: none"> <li>✓ classroom discussion</li> <li>✓ giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>✓ participating in formal debates and structured discussions</li> <li>✓ improvising, rehearsing and performing play scripts and poetry</li> </ul> </li> </ul>

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<b>KS4</b>	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 of Reading, Writing, Grammar and Vocabulary, and Spoken English
<b>Reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• learn to read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wider vocabulary through reading</li> <li>• develop inference skills and critical thinking through reading</li> <li>• improve understanding of grammar and knowledge of linguistic conventions through reading</li> <li>• appreciate our rich and varied literary heritage</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• read/be exposed to a range of literature and non-fiction, such as essays, reviews and journalism</li> <li>• be taught to make comparisons between texts in terms of content, context, theme and style</li> <li>• learn to summarise and synthesise information from different types of text</li> <li>• be taught to recognize the impact of a text’s social and historical context on its interpretation</li> <li>• practise identifying and interpreting themes, ideas and information</li> <li>• explore aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>• learn to find evidence within a text to support a point of view, including justifying inferences with evidence</li> <li>• practise distinguishing between statements that are supported by evidence and those that are not, identifying bias and misuse of evidence</li> </ul>

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### Engage Springboard Pathway

	<ul style="list-style-type: none"> <li>• learn how to analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluate the effect/ impact of writer’s choices</li> <li>• 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</li> <li>• be aware of multiple interpretations of textual information</li> </ul>
<b>Writing</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> <li>○ adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>○ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>○ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> </ul> </li> <li>• make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> <li>• revise, edit and proof-read through:</li> <li>• reflecting on whether their draft achieves the intended impact restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness ☑ paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> </ul>
<b>Grammar and Vocabulary</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> <li>○ studying their effectiveness and impact in the texts they read</li> </ul> </li> </ul>

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### Engage Springboard Pathway

	<ul style="list-style-type: none"> <li>○ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>○ analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>○ using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.</li> </ul>
<b>Spoken English</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● speak confidently, audibly and effectively, including through: <ul style="list-style-type: none"> <li>○ using Standard English when the context and audience require it</li> <li>○ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</li> <li>○ listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</li> <li>○ planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</li> <li>○ listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</li> <li>○ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> </li> </ul>
<b>Subsequent learning</b>	<p>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:</p>

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	Reading	Writing (Including Grammar and Vocabulary)	Spoken English
	<ul style="list-style-type: none"> <li>• Accessing course material for future study/qualifications</li> <li>• Understanding legal documents eg terms &amp; conditions</li> <li>• Make value judgements about the quality and veracity of the information they are reading</li> </ul>	<ul style="list-style-type: none"> <li>• Job applications</li> <li>• Assignments for future qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Job interviews</li> <li>• Customer facing roles</li> </ul>