

Readers for Life Programme of Study – Albany Academy

Engage Springboard Pathway

Readers for Life PROGRAMME OF STUDY – ENGAGE SPRINGBOARD PATHWAY – ALBANY ACADEMY	
Prior Learning: KS3	<p>Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> ○ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> ▪ English literature, both pre-1914 and contemporary, including prose, poetry and drama ▪ Shakespeare (two plays) ▪ seminal world literature ○ choosing and reading books independently for challenge, interest and enjoyment. ○ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. - understand increasingly challenging texts through: <ul style="list-style-type: none"> ○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ○ making inferences and referring to evidence in the text ○ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension

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	<ul style="list-style-type: none"> ○ checking their understanding to make sure that what they have read makes sense. - read critically through: <ul style="list-style-type: none"> ○ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ○ recognising a range of poetic conventions and understanding how these have been used ○ studying setting, plot, and characterisation, and the effects of these ○ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play ○ making critical comparisons across texts ○ studying a range of authors, including at least two authors in depth each year.
KS4	<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>Pupils should be taught 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 - read/be exposed to a range of literature and non-fiction and have the opportunity to read



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	<ul style="list-style-type: none"> - 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 - understand and critically evaluate texts through: <ul style="list-style-type: none"> ○ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes ○ drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation ○ identifying and interpreting themes, ideas and information ○ exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects ○ seeking evidence in the text to support a point of view, including justifying inferences with evidence ○ distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ○ analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact ○ making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading - make an informed personal response, recognising that other responses to a text are possible and evaluating these.
Subsequent learning	<i>Post 16+</i>



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	<p>This programme of study is designed to allow progression within other GCSE courses and to support continuation and potential entry for GCSE or Level 1 or 2 qualifications at Dual Placement schools.</p> <p>This programme of study could lead to supporting with the reading skills required for a range of Level 2 and Level 3 qualifications or other vocational qualifications. It should support students to transition to adult life with transferrable skills in reading for pleasure and everyday life.</p>
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