

KS3&4 English Curriculum 2023/2024

KEY STAGE 4

Reading

Pupils should be taught to:

- **read and appreciate the depth and power of the English literary heritage through:**
- reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
 - at least one play by Shakespeare
 - works from the 19th, 20th and 21st centuries
 - poetry since 1789, including representative Romantic poetry
 - re-reading literature and other writing as a basis for making comparisons
 - choosing and reading books independently for challenge, interest and enjoyment.
- **understand and critically evaluate texts through:**
 - 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.**

KS4 Curriculum Intent Statement

Our Key Stage 4 students study a range of texts developing critical, analytical and evaluative skills. Through our GCSE English Language Curriculum Students develop their skills in identifying explicit and implicit information; identifying, inferring and evaluating writers' use of linguistic and structural methods; and evaluating the ways writers present their ideas and viewpoints in a range of fiction and non-fiction texts. Their writing skills are developed in preparation for creative fiction and non-fiction writing where they develop accuracy. Our GCSE English Literature curriculum builds on the narrative, structural, poetic students learned in Key Stage 3, and develops these with more complex texts. Students also use the contextual knowledge learned in Key Stage 3 and build upon this in order to enrich their understanding of our Literature texts. knowledge learned in Key Stage 3 and builds upon this in order to enrich their understanding of our Literature texts.

Year 10	Language Paper 1 and Power and Conflict Poetry Pupils refamiliarise themselves with the language and structural methods writers can use to communicate meanings. Pupils	A Christmas Carol and Power and Conflict Poetry Pupils learn the plot, characters and structure of the novella and 2 Power and Conflict poems. Pupils learn about	Macbeth and Power and Conflict Poetry/Unseen Poetry Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn	Macbeth and Power and Conflict Poetry/Unseen Poetry Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant	An Inspector Calls and Language Paper 1 Revision Pupils learn the plot, characters and structure of the play and 3 Power and Conflict poems. Pupils learn about relevant	An Inspector Calls and Language Paper 2 Section B Pupils learn the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant
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	<p>understand how to create effective responses to specific questions by exploring mark schemes and model responses.</p> <p>Reading: Identify and interpret explicit and implicit information / ideas; select and synthesise information; explore language and structural methods and meanings; evaluate texts critically; select appropriate textual references.</p> <p>Writing: communicate clearly, matching purpose, audience and format; use a</p>	<p>relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response. .</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>about relevant contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references</p> <p>SPaG Focus - Spellzone</p>	<p>contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>contextual factors influencing the texts and the way in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>As with Summer 1 and: Writing: communicate clearly, matching purpose, audience and format; use a range of structural methods; use a range of sophisticated vocabulary and punctuation; accurate spelling, punctuation and grammar.</p> <p>SPaG Focus -</p>
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	<p>range of structural methods; use a range of sophisticated vocabulary and punctuation; accurate spelling, punctuation and grammar.</p> <p>SPaG Focus - Spellzone</p>					Spellzone
Year 10 Vocational Pathway	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone
Year 11 Academic Pathway	<p>Language Paper 2/Spoken Language. Non Fiction</p> <p>Pupils revise the language and structural methods writers can use to communicate meanings. Pupils understand how to create effective responses to</p>	<p>An Inspector Calls Revision and Power and Conflict Poetry</p> <p>Pupils revise the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way</p>	<p>A Christmas Carol Revision and Language Paper 1</p> <p>Pupils revise the plot, characters and structure of the novella and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way</p>	<p>Macbeth Revision and Power and Conflict Poetry.</p> <p>Pupils revise the plot, characters and structure of the play and 2 Power and Conflict poems. Pupils learn about relevant contextual factors influencing the texts and the way</p>	<p>Unseen Poetry and Power and Conflict Poetry and Revision.</p> <p>Pupils revise approaches to analysing both Unseen Poetry and Power and Conflict Poetry, focusing on language and structural methods. Pupils learn key</p>	External Exams

	<p>specific questions by exploring mark schemes and model responses.</p> <p>Pupils revise the language and structural methods writers can use to communicate meanings. Pupils understand how to create effective responses to specific questions by exploring mark schemes and model responses.</p> <p>SPaG Focus - Spellzone</p>	<p>in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>in which writers utilise a range of methods to evoke meaning. Pupils develop their knowledge of how to structure an effective essay response.</p> <p>Focus on task and engagement with writers' ideas; identify methods and explore meanings; links to context; select appropriate textual references.</p> <p>SPaG Focus - Spellzone</p>	<p>vocabulary and how to structure an effective essay response.</p> <p>Pupils revise approaches to analysing both Unseen Poetry and Power and Conflict Poetry, focusing on language and structural methods. Pupils learn key vocabulary and how to structure an effective essay response.</p> <p>SPaG Focus - Spellzone</p>	
Year 11 Vocational Pathway	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	SPaG Focus - Spellzone	External Exams