

## Key Stage 4 English Curriculum overview September 2022 – July 2023



### Key Stage 4 Independence Pathway

#### Year 10:

- AQA 'Step up to English' (SUTP) Entry level 1-2 (Silver award – Orange group)
- AQA 'Step up to English' (SUTP) Entry level 3 (Gold award – Green group)

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Step up to English Component 1a: <b>Hobbies</b> (literacy topic)	Step up to English Component 1a: <b>Hobbies</b> (literacy topic)  Step up to English Component 1b: <b>Next Steps</b> (literacy topic)	Step up to English Component 1b: <b>Next Steps</b> (literacy topic)	Step up to English Component 2: <b>Crime</b> (Creative reading and writing)	Step up to English Component 2: <b>Crime</b> (Creative reading and writing)	<b>Start to explore ready for Year 11;</b> Step up to English Component 2: <b>Gothic Horror</b> (Creative reading and writing)  Step up to English Component 2: <b>Exploring</b> (Creative reading and writing)

## Key Stage 4 Independence Pathway

From September 2023? Dependent if allowing Year 11 (2022-2023) to take current Pearson Functional skills in English/ GCSE English Language

### Year 11:

- AQA 'Step up to English' (SUTP) Entry level 1-2 (Silver award – Orange group) / Entry level 3 (Gold award – lower Green group)
- AQA GCSE English Language (Green group) see below

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Step up to English Component 1a: <b>Music</b> (literacy topic)	Step up to English Component 1a: <b>Music</b> (literacy topic)  Step up to English Component 1b: <b>Holidays</b> (literacy topic)	Step up to English Component 1b: <b>Holidays</b> (literacy topic)	Step up to English Component 2: <b>Gothic Horror</b> (Creative reading and writing)	Step up to English Component 2: <b>Gothic Horror</b> (Creative reading and writing)	<b>Start to explore ready for Post 16;</b> Step up to English Component 2: <b>Crime</b> (Creative reading and writing)  Step up to English Component 2: <b>Exploring</b> (Creative reading and writing)

**Year 11:**

- AQA GCSE English Language (Green group) see below

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Component 1:</b> Reading and Analysing 20<sup>th</sup> Century Prose. Use 20<sup>th</sup> Century literacy extracts to introduce key skills such as:</p> <ul style="list-style-type: none"> <li>• Exploring explicit and implicit meaning</li> <li>• Select apt evidence/ information and relevant subject terminology</li> <li>• Commenting, explaining, and analysing the skills of the writer.</li> <li>• Making evaluative judgements on texts</li> </ul> <p><b>Component 3:</b> Spoken language Study Preparation for, and completion, individual presentation.</p>	<p><b>Component 1:</b> Writing prose Look at the features of prose writing:</p> <ul style="list-style-type: none"> <li>• Openings/ endings</li> <li>• Plot and characterisations</li> <li>• Developing tension/ pace</li> <li>• Appropriate narrative devices</li> </ul> <p>Include opportunities for developing accurate grammar, spelling, and punctuation.</p> <p><b>Component 3:</b> Spoken language Study Preparation for, and completion, individual presentation.</p> <p><b>Mock Examinations</b></p>	<p><b>Component 2:</b> Reading and analysing 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction. Use extracts/ Texts from 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction writing to develop key skills:</p> <ul style="list-style-type: none"> <li>• Exploring explicit and implicit meaning</li> <li>• Select apt evidence/ information and relevant subject terminology</li> <li>• Commenting, explaining, and analysing the skills of the writer.</li> <li>• Making evaluative judgements on texts</li> <li>• Selecting and synthesising information from two texts</li> <li>• Comparison of content/ ideas and how these are conveyed.</li> </ul>	<p><b>Component 2:</b> Writing Non-Fiction Look at the features of transactional/ persuasive writing such as:</p> <ul style="list-style-type: none"> <li>• Purpose, audience, format, and tone.</li> <li>• Apt use of vocabulary and techniques to develop a point of view/ argument.</li> <li>• Organisation and structure of Non-Fiction writing.</li> </ul> <p>Practice writing for real-life context for example: letters, articles, reviews, reports, and speeches. Include opportunities for developing accurate grammar, spelling, and punctuation.</p> <p><b>Mock Examinations</b></p>	<p><b>Examinations revision: Refresh / deepen understanding</b></p> <p><b>Component 1:</b> Reading / Writing Prose Revision</p> <p><b>Component 2:</b> Reading / Writing Non- Fiction Revision</p>	<p><b>Examinations</b></p> <p><b>Component 2:</b> Reading / Writing Non- Fiction Revision</p>

### Key Stage 4 Communication Pathway

Year 10:

- 'Step up to English' (SUTP) Entry level 1 (Silver award – dependent on levels)
- Rising stars assessment levels.

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic: <b>Autobiography</b> <b>My future goals</b> (Work and social life)	Topic: <b>Detectives</b> (Different styles of report writing/ current news)	Topic: <b>Short stories</b> <b>Can I write alternative openings/ endings or change the characters?</b>	Topic: <b>Drama 'The Tempest' Shakespeare</b>	Topic: <b>Poetry</b> <b>Does it need to rhyme?</b>	Topic: <b>Poetry</b> <b>Does it need to rhyme? Exploring</b>

### Key Stage 4 Communication Pathway

Year 11:

- 'Step up to English' (SUTP) Entry level 1 (Silver award – dependent on levels)
- Rising stars assessment levels.

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic: <b>Autobiography</b> <b>My future goals</b> (Work and social life)	Topic: <b>Detectives</b> (Different styles of report writing/ current news)	Topic: <b>Fantasy and adventure stories</b>	Topic: <b>Drama 'Macbeth' Shakespeare</b> (Poetry writing included)	Topic: <b>Myths and Legends</b>	Topic: <b>Hobbies</b>

### Post 16 Communication Pathway (skills for life groups)

Post 16:

- 'Step up to English' (SUTP) Entry level 1 (Silver award – dependent on levels)
- Rising stars assessment levels.
- 

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic: <b>Autobiography</b> <b>My future goals</b> (Work and social life)	Topic: <b>Detectives</b> (Different styles of report writing/ current news)	Topic: <b>Superhero or villain?</b>	Topic: <b>Drama</b> <b>'Midsummer night's dream'</b> Shakespeare (Poetry writing included)	Topic: <b>Class read</b>	Topic: <b>Travel writing</b>

### Post 16 Independence Pathway

- AQA 'Step up to English' (SUTP) Entry level 1-2 (Silver award – Orange group/ students passed FS Entry Level 1/2)
- AQA 'Step up to English' (SUTP) Entry level 3 (Gold award – Green group/ students passed FS Entry Level 2/3)

Autumn term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Step up to English Component 1a: <b>Hobbies</b> (literacy topic)	Step up to English Component 1a: <b>Hobbies</b> (literacy topic)  Step up to English Component 1b: <b>Next Steps</b> (literacy topic)	Step up to English Component 1b: <b>Next Steps</b> (literacy topic)	Step up to English Component 2: <b>Crime</b> (Creative reading and writing)	Step up to English Component 2: <b>Crime</b> (Creative reading and writing)	<b>Start to explore ready for the next year in post 16;</b> Step up to English Component 2: <b>Gothic Horror</b> (Creative reading and writing)  Step up to English Component 2: <b>Exploring</b> (Creative reading and writing)

**AQA GCSE level descriptors (Educater Levels KS4 - GCSE)**

	Assessment Objectives	Details
Reading	A01	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesize evidence from different text.</li> </ul>
Reading	A02	Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
Reading	A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
Reading	A04	Evaluate texts critically and support this with appropriate textual references.
Writing	A05	<ul style="list-style-type: none"> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
Writing	A06	Use a range of vocabulary and sentence structure for clarity, purpose, and effect. With accurate spelling and punctuation.
Spoken language (SLC)	A07	Demonstrate presentation skills in a formal setting.
Spoken language (SLC)	A08	Listen and respond appropriately to spoken language, including to questions and feedback in presentations.
Spoken language (SLC)	A09	Use spoken Standard English effectively in speeches and presentations.

**AQA 'Step up to English' level descriptors- 7.1 GCSE ready (Educater Levels KS4 – GCSE ready)**

	Assessment Objectives	Details
Reading	A01	<ul style="list-style-type: none"> <li>Read and understand a range of texts showing consideration to an audience.</li> <li>Use a wide range of strategies to tackle more difficult words in a variety of texts e.g. knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate a firm understanding of significant points in a wide variety of texts e.g. ideas, themes, events, settings, and character with detailed explanation.</li> <li>• Locate and use ideas and information e.g. refer to the text to support their views.</li> <li>• Be able to make inferences and deductions based on significant ideas, themes, events, and characters.</li> <li>• Refer to the text when explaining or summarising to support their views.</li> </ul>
Reading	A02	<ul style="list-style-type: none"> <li>• Begin to show awareness of the writer's craft e.g. identify words or phrases that create atmosphere or build character, identify alliteration, simple similes, and simple colloquialisms.</li> <li>• Begin to show awareness of structure.</li> </ul>
Reading	A03	<ul style="list-style-type: none"> <li>• Identify similarities and differences between significant ideas, themes, events, and characters in two texts and make reference to the text to support their views e.g. 'we know the character was .... because..... This is the same in... because....'</li> </ul>
Reading	A04	<ul style="list-style-type: none"> <li>• Express personal opinion and ideas showing awareness of the writers' viewpoint e.g. 'I liked it when... I think the writer did this because....'</li> </ul>
Writing	A05	<ul style="list-style-type: none"> <li>• Demonstrate a handwriting style that is fluent and legible e.g. writes t speed using own handwriting style which is usually joined.</li> <li>• Organise writing appropriately for the purpose of the reader e.g. develops different writing genres (narrative, scripts, poem, email etc.) and shows awareness in style of different audiences (formal, informal).</li> <li>• Sequence ideas often in a sustained, developed and interesting way e.g. grammatically complex and compound sentences to extend meaning, connectives to link ideas and paragraphs, evidence of a plan.</li> </ul>
Writing	A06	<ul style="list-style-type: none"> <li>• Spell word generally accurately, including polysyllabic words that conform to regular patterns e.g. common prefixes 'un', 'anti', and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words etc.</li> <li>• Use of full stops, capital letters, commas, speech marks, and question marks accurately. Punctuation within sentences is beginning to develop e.g. apostrophes or brackets may be used but not always accurately.</li> <li>• Make adventurous and effective choice of vocabulary e.g. to indicate a change of pace and tone 'suddenly', string of adjectives 'dark, grimy room'</li> </ul>
Spoken language (SLC)	A07	<ul style="list-style-type: none"> <li>• Talk with confidence in a presentation in a formal context about personal experiences or a hobby.</li> <li>• Adapt to talk to purpose: developing ideas thoughtfully, describing events, and conveying opinions clearly e.g. adapt complexity of their language depending on who they are speaking to.</li> <li>• Use exaggeration, intonation, humour, pace and appropriate body language when presenting.</li> </ul>
Spoken language (SLC)	A08	<ul style="list-style-type: none"> <li>• Listen carefully in a range of different contexts e.g. in familiar and unfamiliar settings, in a range of group sizes and to a range familiar and unfamiliar speakers.</li> <li>• Make contributions and ask questions that are responsive to others' views and ideas e.g. ask questions about peoples' views and give reasons for their own viewpoint.</li> </ul>

		<ul style="list-style-type: none"> <li>Show respect for other peoples' views e.g. by acknowledging that although someone may have a different opinion or idea it is still valid.</li> </ul>
Spoken language (SLC)	A09	<ul style="list-style-type: none"> <li>Use appropriately some of the features of standard English vocabulary and grammar e.g. passive structures and embedded clauses.</li> </ul>

**AQA 'Step up to English' level descriptors- 7.2 Entry Level 3 (Educater Levels KS4 Entry Level 3)**

	Assessment Objectives	Details
Reading	A01	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesize evidence from different text.</li> </ul>
Reading	A02	Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
Reading	A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
Reading	A04	Evaluate texts critically and support this with appropriate textual references.
Writing	A05	<ul style="list-style-type: none"> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
Writing	A06	Use a range of vocabulary and sentence structure for clarity, purpose, and effect. With accurate spelling and punctuation.
Spoken language (SLC)	A07	Demonstrate presentation skills in a formal setting.
Spoken language (SLC)	A08	Listen and respond appropriately to spoken language, including to questions and feedback in presentations.
Spoken language (SLC)	A09	Use spoken Standard English effectively in speeches and presentations.