

Progression Map - English Language KS4

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The English Language curriculum at Key Stage 4 is designed to build on students' previous learning, with a focus on developing their language and literary skills to prepare them for both academic success and life beyond school. At KS4, we aim to cultivate a passion for reading and writing, while strengthening key skills in communication, critical thinking, and analysis.

Students will explore a diverse range of texts, classic and contemporary works, poetry, and non-fiction, enhancing their understanding of different genres, periods, and themes. Through these texts, students will refine their ability to analyse language, character development, and thematic elements, allowing them to engage with literature on a deeper level. Writing is also a key focus, with opportunities for students to develop skills in writing for a variety of purposes and audiences, fostering both technical accuracy and creative expression.

In addition, we prioritise the development of spoken communication through regular discussion and debate, encouraging students to articulate their ideas confidently and listen critically to others. This focus on speaking and listening complements the skills of reading and writing, ensuring students are well-rounded communicators.

Overall, the KS4 English Language curriculum prepares students to excel in their exams and beyond, equipping them with the skills and confidence to succeed in further education, the workplace, and adult life. We strive to inspire a lifelong love of language and literature, enabling students to make meaningful connections with the world around them.

	By the end of Y10...	By the end of Y11...
Reading	Students should have developed the key skills and knowledge necessary for success in the GCSE English Language assessments. These skills are focused on reading, writing, and speaking and listening, and they will prepare students for the more advanced work in Year 11. Y 10 students should be able to do the following: • Comprehend a wide range of texts – we study a wide variety of extracts and sources to increase cultural capital and ensure a full range. • Identify the purpose and themes. • Analyse writers' use of language • Examine form. • Infer and deduce meaning. • Compare two texts effectively. • Evaluate bias and viewpoint. HT2 – Language Paper 2 HT6 – Mock Exam Prep	Students should be able to understand and interpret both fiction and non-fiction texts, including literature, articles, letters, and reports in preparation for English Language Papers 1 and 2. Year 11 Students should be able to do the following: • Identify and explain the purpose and themes in the extracts we study. (The topics of the texts we study are climate change, transport, weather, medical science, natural disasters, amongst others) • Analyse writers' use of language in any form. (Sources of Literary fiction are often past papers) • Examine structure. • Infer and deduce meaning beyond literal. • Compare two texts with a shared idea or topic with a specific focus. • Evaluate the effectiveness of the texts. • Evaluate bias and explore the nuances of different viewpoints. • Contextualize the texts, understanding the contrasts between modern and historical. HT1 – Language Paper 2 HT3 – Language Paper 1 HT4&5 – Both papers revisited
Writing	Students should be able to write clear narratives and transactional writing, with the following skills demonstrated: • Use writing techniques, experimenting where possible. • Develop ideas coherently • Create suspense, tension, or emotion in their writing • Write for different purposes and audiences • Organise ideas logically • Use rhetorical devices and techniques • Write in a way that is appropriate for the audience and context. HT2 – Language Paper 2 HT6 – Mock Exam Prep	Students should be able to write engaging and descriptive narratives in response to a prompt. The prompts we choose are interesting images from around the world, photographs, or art depictions, to inspire exciting responses. Also, we select contentious statements to illicit strong feelings and opinions on a range of subjects. Year 11 Students should: • Use a wide and impressive variety of writing techniques to engage the reader. • Develop ideas coherently, paragraphing clearly and fluidly. • Control pacing and make decisions to increase tension. • Write for different purposes and audiences, in response to a specific task. • Organise ideas logically and persuasively so that writing flows. • Use rhetorical devices and techniques in a compelling way. • Adopt an appropriate tone and register. HT1 – Language Paper 2 HT3 – Language Paper 1 HT4&5 – Both papers revisited

Speaking and Listening	In class participations and discussions and in their Spoken Language presentation (on a topic of their choice) completed during year 10, students should demonstrate: • Clear and confident speaking. • Persuasion and engagement techniques. • The ability to adapt speech to audience and context. • Confidence in leading and contributing to discussions, actively. • Critical listening and evaluation. • Thorough planning and delivering of presentations. HT2 – Spoken Language Presentations	Following success in their Spoken Language presentation completed during year 10, students in class should continue to demonstrate: • Clear and confident speaking when discussing a topic or task. • Persuasion and engagement techniques when debating. • Confidence in leading and contributing to discussions, actively. • Contributing to the learning of others through articulation of shared ideas and responses. • Critical listening and evaluation. Consistent opportunities for oracy throughout Y11
Assessment	HT2 - English Language, Spoken Language Students will prepare and perform a speech on a topic of choice. English Language Paper 2 Section A: Reading and analysing two non-fiction sources. Section B: Writing to argue, persuade or explain. HT6 – English Language Paper 2 full paper mock	HT1 - Students complete English Language P1 full paper mock HT3 – Students complete English Language P2 full paper mock Interim and final assessments throughout targeted revision weeks HT1 and HT3-6