

Eastern Learning Alliance – KS4 English Curriculum Mission Statement

Subject: ENGLISH	Components		Composite	KS4 Mission Statement
	What new knowledge/content do we introduce?		<i>What do students do with this knowledge?</i>	<i>By the end of Year 11, an Eastern Learning Alliance English student will...</i>
	Year 10 Deepening disciplinary knowledge and control	Year 11 Consolidating, synthesising and responding independently		
Autumn	AUTUMN 1: ENGLISH LANGUAGE PAPER 1 — EXPLORATIONS IN CREATIVE READING AND WRITING Pupils establish a secure foundation in close language and structure analysis through increasingly demanding twentieth- and twenty-first-century fiction. They identify and interpret explicit and implicit information, analyse how writers shape effects and evaluate the success of textual choices. The creative-writing element develops planning, viewpoint, description, narrative structure, paragraphing, vocabulary, sentence control and technical accuracy. Reading as a writer and reviewing their own choices strengthens the reciprocal relationship between analysis and craft. AUTUMN 2: THE STRANGE CASE OF DR JEKYLL AND MR HYDE Pupils study Stevenson's Victorian novella as a complete text, building directly on Year 8 A Christmas Carol and Year 9 Gothic Horror. They explore duality, reputation, repression, science, transgression and the relationship between the individual and society. Knowledge of the Gothic, narrative perspective, symbolism, motif, setting, structural revelation and contextual influences supports increasingly conceptual analysis. Pupils track patterns across the whole novella and construct a critical, thesis-led response supported by precise references and relevant contextual understanding.	AUTUMN 1: AN INSPECTOR CALLS Pupils complete the taught GCSE Literature course through Priestley's twentieth-century play. They explore responsibility, class, wealth, equality, gender, age and social change, analysing dramatic form, stagecraft, structure, dramatic irony and the function of the Inspector. The unit draws together core disciplinary knowledge: language and structure analysis, contextual influence, whole-text patterns, interpretation and thesis-led writing. Debate about the play's moral and political ideas supports pupils in developing an informed personal response rather than reproducing a fixed reading. AUTUMN 2: SPOKEN LANGUAGE ENDORSEMENT Pupils plan, write, rehearse and deliver a formal presentation on a chosen topic. They apply knowledge of rhetoric, argument, structure, Standard English, tone and audience developed across KS3 and English Language. Responding to questions requires pupils to listen closely, clarify ideas and defend a viewpoint. Reflection on delivery—articulation, pace, emphasis, physical presence and responsiveness—also strengthens awareness of how language choices influence an audience in analytical and transactional writing.	Across KS4, pupils master the knowledge introduced at KS3: inference, synthesis, summary, analysis, evaluation, comparison and reasoned interpretation. Increasingly demanding texts extend their knowledge of the literary canon, writers, genres and historical periods. In English Language, pupils identify explicit and implicit information, select and synthesise evidence, analyse language and structure, compare perspectives and evaluate texts critically. They apply this reading knowledge to imaginative and transactional writing, adapting tone, style, register and structure for audience and purpose. In English Literature, pupils read whole texts closely, maintain a critical style, develop informed personal responses, use references precisely and analyse relationships between language, form, structure and context. Vocabulary, grammar and punctuation are taught and practised to increase range, fluency and accuracy. Spoken Language develops formal presentation, attentive listening, appropriate response and confident use of Standard English. Regular retrieval, extended writing, unseen practice and responsive	... have a secure and critical understanding of the English literary canon. ... read fluently and approach unfamiliar fiction, non-fiction, poetry and drama with confidence. ... interpret, analyse, compare and evaluate texts using precise evidence and relevant subject knowledge. ... maintain a critical style and develop informed, independent personal responses. ... communicate clearly, imaginatively and accurately in different forms, for different audiences and purposes. ... craft writing through deliberate choices of vocabulary, structure, syntax and punctuation. ... speak, listen, present and respond with confidence and control. ... synthesise knowledge and skills in order to respond critically and purposefully. ... sustain a passion for reading and communication beyond their school years.
Spring	SPRING 1: EXPLORING POETRY — CONFLICT CLUSTER Pupils study the OCR conflict cluster, consolidating knowledge of poetic voice,	SPRING 1: BESPOKE CONSOLIDATION AND REVISION Pupils follow a responsive programme shaped by assessment evidence. Teaching revisits the		

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	imagery, sound, rhythm, form and structure. They explore physical, political, familial, moral and internal conflict, making connections with Jekyll and Hyde, Romeo and Juliet and An Inspector Calls. Comparative writing is developed through conceptual connections rather than separate feature lists. Regular unseen poetry practice strengthens interpretation, selection of evidence and the ability to respond independently to unfamiliar poems. SPRING 2: ENGLISH LANGUAGE PAPER 2 — WRITERS' VIEWPOINTS AND PERSPECTIVES Pupils analyse and compare non-fiction texts from different periods, selecting and synthesising information and evaluating how writers communicate ideas and perspectives. They learn to manage two unseen sources, compare methods and viewpoints and use subject terminology selectively. Transactional writing develops argument, evidence, counterargument, tone, register, rhetoric and structural sequencing. Pupils adapt language for form, audience and purpose and communicate a convincing viewpoint with accuracy and control.	literature canon, conflict poetry, unseen poetry, fiction and non-fiction reading, creative writing and viewpoints writing. Retrieval secures quotation and conceptual knowledge; modelling and guided practice address misconceptions in thesis construction, evidence selection, comparison, evaluation, structure and technical accuracy. SPRING 2: BESPOKE CONSOLIDATION AND REVISION Pupils increasingly select and apply knowledge independently across complete responses. Interleaved practice develops stamina and helps pupils choose appropriate strategies for different tasks. Feedback is translated into precise action through redrafting, targeted practice and self-checking. Critical perspectives and alternative interpretations support depth, while carefully scaffolded practice maintains access and ambition for all pupils.	consolidation enable pupils to remember, connect and apply knowledge. Critical reading introduces theorists and academic perspectives where these deepen interpretation rather than replace the pupil's own judgement.	
Summer	SUMMER 1: ROMEO AND JULIET Pupils draw on sustained Shakespeare study across KS3 to analyse a complete tragedy with increasing rigour. They explore love, violence, family, honour, reputation, gender and fate, revisiting dramatic structure, verse and prose, soliloquy, imagery, motif, dramatic irony and stagecraft. Contextual understanding informs rather than replaces close analysis, enabling pupils to consider how moral, social and political perspectives shape different interpretations. Pupils develop independent judgements and a sustained critical argument across the whole play. SUMMER 2: BESPOKE CONSOLIDATION AND REVISION Teaching responds to assessment evidence and	SUMMER 1: FINAL CONSOLIDATION Pupils synthesise knowledge across English Language and Literature, prioritising secure understanding, accurate recall and independent application. Teaching maintains the distinction between the demands of each component while reinforcing transferable habits: close reading, conceptual thinking, planning, evidence selection, crafting for effect and checking accuracy. SUMMER 2: INDEPENDENT READING AND COMMUNICATION The curriculum leaves pupils equipped to approach unfamiliar texts with confidence and to communicate thoughtfully beyond the examination course. Reading, discussion and purposeful writing reinforce the wider mission:		

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	secures the most important knowledge from Year 10. Pupils revisit literature texts, poetry, unseen reading and writing through carefully selected retrieval, modelling, deliberate practice and extended responses. The programme addresses common and individual misconceptions while preserving coherent links between reading, writing and literature. Pupils refine revision habits, quotation knowledge, planning and independent checking so they enter Year 11 with secure foundations.	critical independence, cultural participation, empathy, curiosity and a continuing engagement with language and literature.		