**English and Literacy**

**Broad General Education (S1-S3)**

The first to third year English course will focus on leading pupils from Second through Fourth Level English and Literacy skills and outcomes through three key Episodes of Learning, which will run concurrently:

1. Literary Study;
2. Reading and Listening for Understanding, Analysis and Evaluation;
3. Composition for Talking and Writing.

Combined, these Episodes will allow pupils to develop their skills in Reading, Writing, Talking and Listening and will prepare them for senior phase studies.

* The course in S1 will focus on ensuring pupils’ transition from Second Level studies into Third Level, with a view to securing Third Level achievement;
* The course in S2 will focus on securing pupils’ work at Third Level and introducing them to Fourth Level work;
* The course in S3 will focus on securing pupils’ work and skills at Fourth Level;
* At all levels, the needs of individual learners will be catered and differentiated for.

1. **Literary Study**

This is the element of the course where pupils will engage with a variety of literature. Pupils will engage with literary works in a number of categories by using the core Active Literacy strategies on a regular basis. Indeed, most English and Literacy lessons in the BGE course will be structured around at least one of these strategies:

* Prior Knowledge
* Metalinguistics
* Visualisation
* Inference
* Main Ideas
* Paraphrasing and Summarising

The core BGE literature will be as follows:

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| **S1**   * Short story study: ‘The Star’ by Alistair Gray * Short Story extension / comparative study: ‘Next Term, We’ll Mash You’ by Penelope Lively * Poetry study: Animal Poetry unit, including poems by Ted Hughes and Seamus Heaney * Media Study: ‘Fantastic Mr Fox’ (Wes Anderson) | **S2**   * Short story study: ‘Lamb to the Slaughter’ by Roald Dahl * Short Story extension / comparative study: ‘The Landlady’ by Roald Dahl * Poetry study: ‘Tam o Shanter’ by Robert Burns * Media Study: ‘Raiders of the Lost Ark’ (Steven Speilberg) | **S3**   * Short story study: ‘The Pedestrian’ by Ray Bradbury * Short story extension / comparative study: ‘Harrison Bergeron’ by Kurt Vonnegut * Poetry study: First World War Poetry unit, including poems by Wilfred Owen and Siegfried Sassoon * Media Study: ‘Romeo and Juliet’ (Baz Luhrmann); this will include a focused study of sections of Shakespeare’s original playscript. |

Central to pupils’ work in the Literary Study will be their own personal reading. Pupils will have regular access to our school library, they will begin most lessons with personal reading and should be reading on a daily basis, at home for around 30 minutes each evening. This is the best way for them to improve their confidence with new texts and their ability to tackle more complex texts with greater fluency.

Pupils should be making regular use of the Accelerated Reader programme in order to record their personal reading achievements. Almost all texts in our school library are linked to the Accelerated Reader programme and we encourage pupils to read a text at least once every three weeks, and take the relevant Accelerated Reader assessment. Pupils can access Accelerated Reader from home by going to the school website, clicking on the Accelerated Reader icon and entering the log in details they have been provided with.

Where appropriate, pupils will be given independent novel studies, with Active Literacy based tasks, to be completed in place of their standard homework tasks.

1. **Reading and Listening for Understanding, Analysis and Evaluation**

In this *vitally* important element of the course, pupils will develop skills in comprehension:

* Understanding – to use paraphrasing and summarisation skills in order to accurately articulate what a text has said;
* Analysis – to make inferences from a written or audio text, and to explain them by referring to the writer or speaker’s use of word choice, imagery, tone or structure techniques;
* Evaluation – to be able to comment on the effectiveness of a text.

Pupils will work on exercises from a variety of textbook and digital resources in use in the department. They will typically do one such exercise every two weeks.

Pupils will also do periodic critical listening exercises, where they will apply the same skills to audio (or audio-visual) texts. Such exercises will also provide pupils with the opportunity to provide verbal answers to questions, in order to boost their Talk and discussion skills.

The Active Literacy strategies are also key to this element of the course.

Pupils will typically receive standardised homework exercises in this area of the course, approximately once every two weeks during term time.

Pupils’ skills and abilities in this area (which become vitally important in the senior phase) are also best served through regular personal reading and engagement with the Accelerated Reader programme.

There will be one key assessment in this area of the course in the final term of each respective year which will help teachers determine the achievement of a BGE level.

1. **Composition for Talking and Writing**

This element of the course will seek to develop and improve pupils’ skills with planning, composing, editing and delivering pieces of writing and talk in different forms.

Each pupil will produce the following assessable piece of work in the first term of the school year:

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| S1  Descriptive/Narrative writing – ‘Park Bench’  Informative writing/talking - ‘Looking After a Pet’ or ‘Research an Exotic Animal’ | S2  Descriptive/Narrative writing – ‘Spooky House’  Discursive writing/talking - ‘Amityville Ghost story’ | S3  Descriptive/Narrative writing – ‘Dystopian World’  Informative writing  Listening & Talking – N4 type assessment on Blackadder episode as precursor to WW1 poetry unit |

Pupils will also write critically and in creative response to each literature unit they have completed; they will also engage with thematic discussions, as prompted by the themes and ideas of that literature.

Pupils will write in a variety of other forms, under the guidance of their class teacher, including: personal/reflective writing, topical/discursive/persuasive writing, short story writing, poetry composition etc.

**Homework**

* BGE will receive regular Reading for Understanding, Analysis and Evaluation homework tasks via their class Team;
* Pupils should read for at least 30 minutes each evening and should complete Accelerated Reader assessments after completing each text they read;
* Pupils also have the option of completing and Independent Active Literacy booklet for each text they read, and submitting it via the relevant Assignment on their class Team;
* Periodically, teachers will provide pupils with specific assignments in relation to their in-class studies, which should be submitted via their class Team, and will typically be assigned in place of their regular RUAE homework assignment;
* Where appropriate, pupils will be given Independent Novel Studies to complete, with tasks provided via their class Team.

**Assessment**

* Episode 1, Literary Study, will be assessed formatively and cumulatively throughout the three main core blocks. The work has been set at the appropriate default level for each year group and so pupils will demonstrate completion of the various levels by completing the work provided;
* Episode 2, Reading and Listening for Understanding, Analysis and Evaluation, will be assessed in an on-going, formative manner, but there will also be a single set-piece RUAE assessment at the appropriate level (Second, Third or Fourth) in the final term of each year;
* Episode 3, Composition for Talking and Writing, will be assessed formatively through the various exercises completed throughout the school year, but the Descriptive/Narrative piece completed in the first term will also inform whether a pupil has progressed from one level to the next;
* Accelerated Reader tests will be used to judge the reading age of each pupil and whether their reading comprehension is in line with teacher judgements;
* In S3, the Scottish National Standardised Assessments programme will be used to judge pupils’ grasp of the Curriculum for Excellent English and Literacy benchmarks.
* Teachers will use the above, as well as their holistic overview of pupils’ work in English and Literacy to judge pupils’ working levels and suggested working levels for the senior phase in S4.