

WHAT DO WE DO IN ENGLISH?



READING



WRITING



TALKING



LISTENING

BGE: BROAD GENERAL EDUCATION FROM S1- S3



READING FOR S1-S2



Kensuke's Kingdom –
Michael Morpurgo

Whispers in the
Graveyard – Theresa
Breslin

Boy Overboard –
Morris Gleitzman

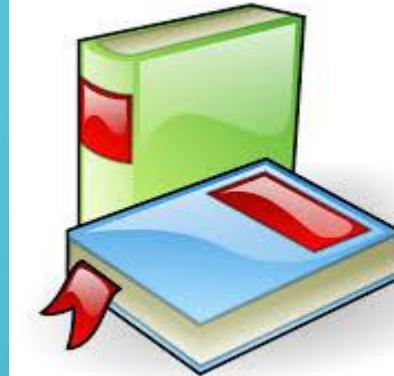
READING FOR S3

The Curious Incident of the Dog
in the Night-time – Mark Haddon

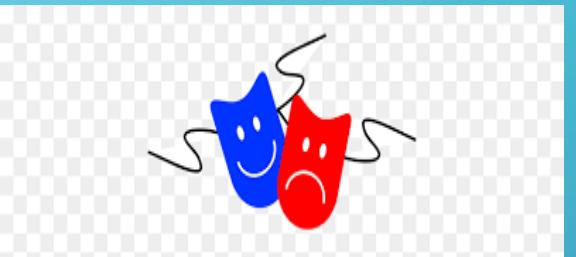
Holes – Louis Sachar

Stone Cold – Robert
Swindells

The Braves – David Klass



PLAYS FOR S1-S2



The Witches

Carrie's War

Frankenstein

Bog Child

Bugsy Malone

PLAYS FOR S3



Our Day Out

Room 13

Brother in the
Land

Shakespeare

Heroin Lies

POEMS FOR S1-S2



Timothy Winters –
Charles Causley

Macavity – T.S.
Eliot

Kimberley –
Jackie Kay

POEMS FOR S3



Base Details by
Siegfried Sassoon

The Boxer – Emma
Payne

The Vampire –
Jack Prelutsky

The Gunpowder Plot
– Vernon Scannell

TALK FOR S1-S2



A Famous Scot or
someone you admire

Solo Talk – S1

• Group
Talk – S1

Discursive or
Persuasive

Solo Talk –
S2

Group Talk
– S2

CONTINUED PRACTICE

- CLOSE READING SKILLS – SEARCH AND SELECT/ANALYSE/COMMENT/ EXPLAIN
- PUNCTUATION
- STRUCTURE
- GRAMMAR: NOUNS/VERBS/ADJECTIVES/ADVERBS/CONJUNCTIONS/
- LANGUAGE TECHNIQUES:
SIMILES/METAPHORS/PERSONIFICATION/ALLITERATION/ONOMATOPOEIA

S4 – NAT 4

- AVU – Added Value Unit
- Close reading assessment
- Writing assessment
- Listening assessment
- Talking assessment
- NO EXAM

S4 – NAT 5

- AVU (Added Value Unit)
- Folio – worth 30% of overall course marks (2 essays, different genres) 30
- Close reading assessment (RUAE) – worth 30% of overall course marks 30
- Set Text – worth 20% of overall course mark 20
- Critical Essay – worth 20% of overall course marks 20
- Writing assessment (one of the Folio pieces counts as an assessment pass)
- Listening assessment
- Talking assessment – usually conducted in small groups
- Prelim and Final exam

S5-6 HIGHER

- Folio – worth 30% of overall course marks (2 essays; different genres @ 15% each)
- Close reading assessment (RUAE) – worth 30% of overall course marks
- Set Text – worth 20% of overall course marks
- Critical Essay – worth 20% of overall course marks
- Writing assessment (one of the Folio pieces can count for an assessment pass)
- Spoken Language unit – consists of listening and talking tasks.
- Prelim and Final exam.

COURSE COMPONENTS

- Component 1: question paper Reading for Understanding, Analysis and Evaluation 1 hour and 30 minutes 30
- Component 2: question paper Critical Reading 1 hour and 30 minutes 40
- Component 3: Portfolio-writing 30
- Component 4: Performance—spoken language - Achieved/ not achieved

S6 ADVANCED HIGHER

- Literary Study –
- This question paper requires candidates to make connections and/or comparisons across texts. The required number of texts is specified in each question:
- poetry: three poems
- prose fiction: two novels or three short stories
- prose non-fiction: at least two non-fiction texts
- drama: two plays

ADVANCED HIGHER PORTFOLIO

- Component 1: question paper Literary Study 1hr 30 20
- Component 2: question paper Textual Analysis 1 hr 30 20
- Component 3: portfolio—writing (no word count) 30
- Component 4: project—dissertation (2,500 – 3,500 words) 30

SUPPORT TO SUPPLEMENT LEARNING AND REVISION

- Offered from October until study leave. After school and lunch times on rotation.
- GLOW
- Scholar
- Recommended websites
- Pupils' shared servers

SKILLS TAUGHT IN ENGLISH – NOT AN EXHAUSTIVE LIST, BUT A SELECTION FOR INFORMATION.

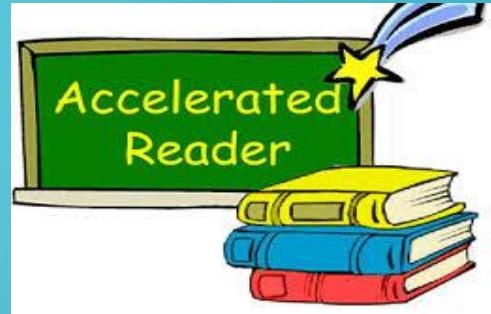
- Close reading
- Essay writing – various genres, all of which will be experienced in each year of BGE. Essential for building skills in preparation for National 5 and Higher courses as Folios are a prerequisite to completing the course.
- Analysing texts.
- Public speaking.
- Listening purposefully

TEACHING PRACTICE WE ARE CONTINUALLY REVISING

- Questioning techniques
- Plenaries
- Ways to encourage reading
- Interactivity for all
- How the learning and teaching relates to the ‘real world’
- Modification and updating of course outlines



PROGRAMMES FOR PROGRESSION



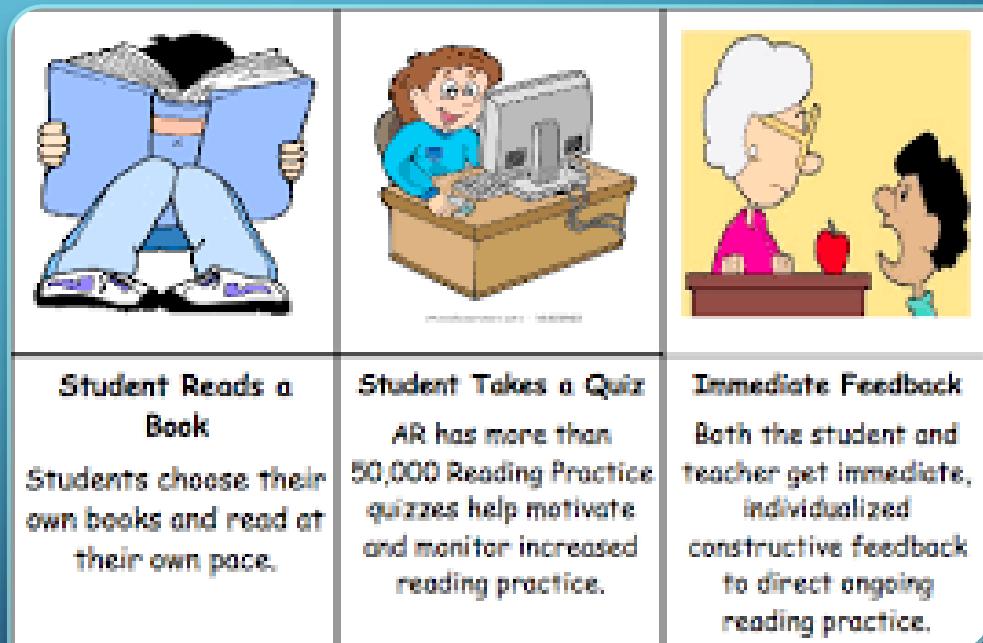
- Brought about as reading abilities have systematically been reducing for some time now – and this is another way we are trying to address this.
- A successful pilot of this programme, with a selection of S1 and S2 pupils from Waid, resulted in licences being obtained for all S1 pupils this year.
- Pupils undertake an adaptive on line test to establish a base line for selection of initial reading materials.
- Ordinarily, pupils have up to 10 minutes reading time at the start of each English period – this slot can, instead, be used for accelerated reading. We are also considering the merits of dedicating a full period to this rather than 10 minutes per period.

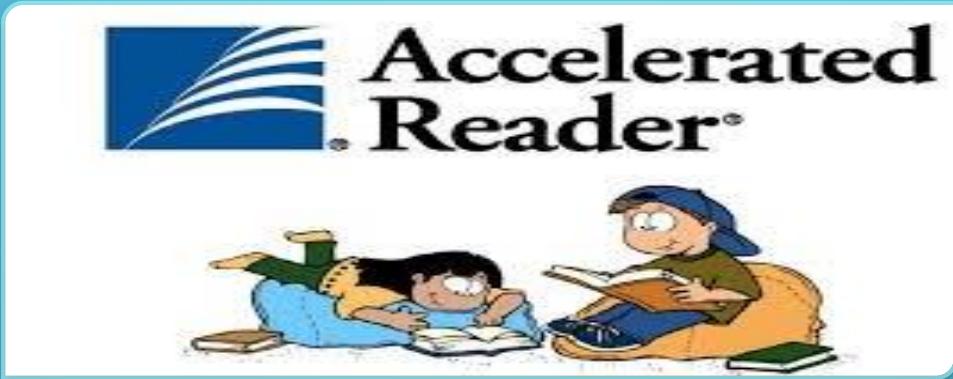
ACCELERATED READER

Books suitable for this project have been obtained from

- our in house library,
- donations from Waid's P.T.A. (Thank you. It's much appreciated.)
- pupils/teachers/parents.

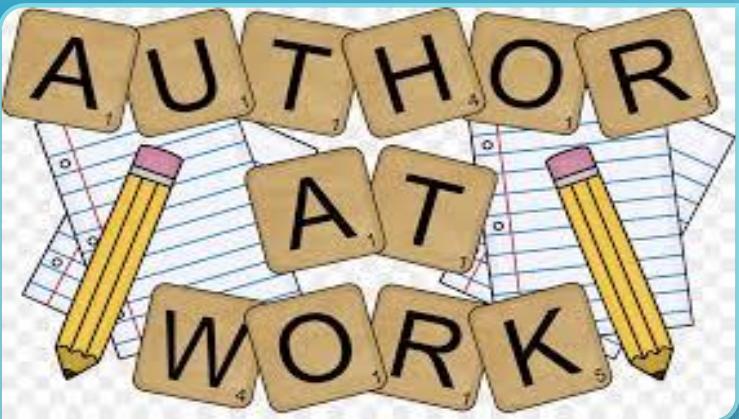
These books will be stored outwith the library to ensure that they are available only for this project meantime.





- Pupils can do online quizzes, on their chosen texts, at school or at home.
- This enables parents to get involved, where they wish to.
- Support from home, as well as internally at Waid, is very important to assist pupils' progress.

A FURTHER INITIATIVE TO IMPROVE PROGRESSION WRITING BETTER – BETTER WRITING



- Introduced by Peter Robinson after learning of the successes in other schools.
- The process requires responses and scores to 5 questions on 1 checklist.
- Pupils are briefed on what is required before starting.
- Trialled by Lucy MacCallum with S2X. Positive feedback from pupils – they agreed that the process was beneficial to them.
- Pupils learn to self edit and have an increasing awareness of what markers look for in pieces of work completed.
- We aim to peer assess 3 pieces of work, per class, per year.
- Vocabulary expansion and literacy skills are measured along with reading abilities.

CORE READING

- Pupils tackle close reading tasks based on their reading comprehension levels.
- They progress at their own rate. Alleviates the concern that others are working faster or finding the tasks easier.
- They are able to try more and more challenging tasks if they feel ready to do so.