English: S3 BGE Curriculum (N4 Pathway)

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1928
ALIOS ADIUVA

Personal Writing August - September	**Solo Talk** October	**Critical Evaluation 1** November - December	**Creative Writing** January

🧩 Linking up Learning …

• SNSA Data • Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous CELs/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas

👥 I am learning to …

• Write about my personal experiences by describing how they made me feel	• Use features of spoken language to engage with my audience.	• Discuss structure, characterisation and/or setting relating to the texts I have read in class.	• Create my own stories, poems and plays with interesting structures, characters and/or settings having explored the elements which writers use in different genres.

💡 I will have been successful in my learning if I can …

Nat 4: Use language, style and/or tone to make feelings and reactions clear in order to engage the reader; while making some attempt to reflect on experiences and/or feelings. **Nat 4+:** Can produce straightforward, structured writing and can sustain attention to purpose and audience. I can employ syntax, vocabulary with some accuracy and variety of expression	**Nat 4:** Use non verbal signs, emphasis, pace, tone and/or rhetorical devices, to suit my purpose and audience. **Nat 4+:** Contribute relevant ideas and responses and follow the structure of an individual talk. I can use straightforward vocabulary that is appropriate to the purpose and audience. I can communicate using appropriate verbal/non-verbal signs so that others understand easily.	**Nat 4:** Identify, quote and comment on the effectiveness the writer's style, language, structure, characterisation, theme and/or setting. **Nat 4+:** Evaluate the effectiveness of structure, characterisation and/or setting with relevant quotations. I can show how the theme is developed and evaluate style & use of language with detailed reference to the text.	**Nat 4:** Write a story using interesting and convincing characters, create a setting using descriptive detail. **Nat 4+:** Produce straightforward, structured writing appropriate to genre I can sustain attention to purpose and audience. I can employ syntax and vocabulary with some accuracy. I can employ some variety of expression

🔄 I will get feedback on my learning through …

• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting

🧠 I will develop these skills for learning, life and work …

• Literacy • Working with others • Thinking skills (Creating, Remembering) • Personal learning (Self Evaluation/Target Setting)	• Literacy • Working with others • Thinking skills (Creating, Remembering, Applying) • Personal learning (Self Evaluation/Target Setting)	• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (Creating) • Personal learning (Self Evaluation/Target Setting) • Working with others

English: S3 BGE Curriculum (N4 Pathway)

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Critical Evaluation 2 February - March	Group Discussion April	Persuasive Writing May	Reading for UAE June

🧩 Linking up Learning …

• Folio of work containing previous CELs/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Writing pieces/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas

👥 I am learning to …

• Discuss structure, characterisation and/or setting relating to the texts I have read in class.	• Explore/recognise and use spoken language in order to adopt an appropriate register to suit my purpose and audience	• Convey information, describe events or processes, share my opinions or persuade my reader in different ways and/or persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence • Use a clear line of thought and evaluate issues.	• Develop my knowledge of context, punctuation, grammar and layout, so I can read texts with increasing fluency, understanding and expression. To show my understanding, by responding to literal, inferential and evaluative questions (L.I.E) and comment, with evidence, on the content and form of a variety of texts,

💡 I will have been successful in my learning if I can …

Nat 4: Identify, quote and comment on the effectiveness the writer's style, language, structure, characterisation, theme and/or setting. **Nat 4+:**Evaluate the effectiveness of structure, characterisation and/or setting with relevant quotations. I can show how the theme is developed and evaluate style & use of language with detailed reference to the text.	**Nat 4:** Identify most features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices used to engage or influence the listener. **Nat 4+:** Contribute relevant ideas and responses and follow the structure of a discussion. I can use straightforward vocabulary & non-verbal cues so that others understand easily.	**Nat 4:** Present ideas/convey a point of view with evidence; structure ideas in a logical order; use signposts and persuasive language effectively. **Nat 4+:** Produce structured writing and sustain attention to purpose and audience. I can employ some variety of expression, syntax and vocabulary with some accuracy. I can select relevant information from reading/research and present findings in writing.	**Nat 4:** Use knowledge of structure, features of language and layout to read unfamiliar texts and respond to L.I.E questions. **Nat 4+:** identify the main points with appropriate straightforward reference to the text. I Can identify some features of language with straightforward analytical comments. I Can use appropriate textual reference or quotation.

🔄 I will get feedback on my learning through …

• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting

🧠 I will develop these skills for learning, life and work …

• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (Remembering, Evaluating) • Personal learning (Self Evaluation/Target Setting) • Working with others • Leadership	• Literacy • Working with others • Thinking skills (Analysing, Evaluating, Creating) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others

English: S3 BGE Curriculum (N5 Pathway)

Personal Writing August - September	**Solo Talk** October	**Critical Evaluation 1** November - December	**Creative Writing** January

🧩 Linking up Learning …

• SNSA Data • Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous CELs/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas

👥 I am learning to …

• Create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.	• Explore and analyse the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.	• Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence.	Explore and experiment with the narrative structures which writers use to create texts in different genres, I can use the conventions of my chosen genre successfully to create an appropriate mood or atmosphere, convincing relationships, actions and dialogue for my characters.

💡 I will have been successful in my learning if I can …

Nat 5: Recount events convincingly, establishing the context/setting. I can convey experiences/feelings/reactions and reflect with a sense of involvement, engaging the reader through language, style & tone. **Nat 5+:** Achieve the above and use a range of structures, organising my writing effectively. I can convey detailed ideas, opinions, vocabulary and expression.	**Nat 5**: Identify a range of features of spoken language for example, body language, gesture, emphasis, pace, tone, rhetorical devices and understand the effect they have on the listener. **Nat 5+:** Achieve the above and contribute a range of relevant/ideas/ opinions in talk. I can show consistent attention to purpose by using non-verbal cues, clear expression, detailed vocabulary, a range of language and structures with accuracy, fluency and confidence.	**Nat 5:** Discuss the effectiveness of structure, characterisation and/or setting, make evaluative comments the writer's style, themes and language by quoting from the text. **Nat 5+:** Demonstrate some understanding of the main ideas of the text, demonstrating a line of thought that is mostly relevant to the task. I can show an awareness of the writer's techniques/stylistic devices through analysis, using critical terminology.	**Nat 5:** Engage reader through use of language, style and tone for effect. I can develop plot, setting and character for enjoyment. I can achieve particular effects through use of narrative devices, mood/atmosphere and/or language. I can use structure effectively to enhance writing. **Nat 5+:** Achieve the above and also use a range of structures and organise writing effectively. I can convey detailed ideas, expression using a range of vocabulary

🔄 I will get feedback on my learning through …

• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting

🧠 I will develop these skills for learning, life and work …

• Literacy • Working with others • Thinking skills (Creating, Remembering) • Personal learning (Self Evaluation/Target Setting)	• Literacy • Working with others • Thinking skills (Creating, Remembering, Applying) • Personal learning (Self Evaluation/Target Setting)	• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (Creating) • Personal learning (Self Evaluation/Target Setting) • Working with others

English: S3 BGE Curriculum (N5 Pathway)

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Critical Evaluation 2 February - March	Group Discussion April	Persuasive Writing May	Reading for UAE June

🧩 Linking up Learning …

• Folio of work containing previous CELs/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Writing pieces/Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas	• Folio of work containing previous Assessment Sheet Strengths and Targets • Skills/Levels of literacy demonstrated in other curriculum areas

👥 I am learning to …

• Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence.	• Explore/recognise and use spoken language in order to adopt an appropriate register to suit my purpose and audience	• Engage and/or influence readers through my use of language, style and tone as appropriate to genre and/or persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence	• Develop my knowledge of context clues, punctuation, grammar and layout, so I can read unfamiliar texts with increasing fluency, understanding and expression. • Show my understanding, by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.

💡 I will have been successful in my learning if I can …

Nat 5: Discuss the effectiveness of structure, characterisation and/or setting, make evaluative comments the writer's style, themes and language by quoting from the text. **Nat 5+:** Demonstrate some understanding of the main ideas of the text, demonstrating a line of thought that is mostly relevant to the task. I can show an awareness of the writer's techniques/stylistic devices through analysis, using critical terminology.	**Nat 5:** Identify a range of features of spoken language for example, body language, gesture, emphasis, pace, tone, rhetorical devices and understand the effect they have on the listener. **Nat 5+ :** Achieve the above and also contribute a range of relevant ideas & views with appropriate linkage. I can consider other contributions. I can support, refute, use, develop, summarise and challenge others' ideas.	**Nat 5:** Present ideas or sustain a point of view using supporting evidence; convey a clear line of thought. I can use language effectively to influence the reader (e.g. word choice, repetition, emotive language, rhetorical devices and sentence structure). **Nat 5+:** Achieve the above and also use a range of structures and organise writing effectively. I can convey detailed ideas/opinions/vocabulary and expression with supporting evidence.	**Nat 5:** Apply knowledge of language such as word roots, grammar, punctuation, tone and sentence structures to respond in detail to close reading questions to show understanding and knowledge of the effect of language, making evaluative comments. **Nat 5+:** Show clear understanding of the most relevant points. I can infer from the passage, drawing on appropriate evidence. I can identify, quote and analyse various features of language and its effect.

🔄 I will get feedback on my learning through …

• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting	• Teacher Assessment Sheet • Learner Conversations • Peer Assessment Sheet • Target setting

🧠 I will develop these skills for learning, life and work …

• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (Remembering, Evaluating) • Personal learning (Self Evaluation/Target Setting) • Working with others • Leadership	• Literacy • Working with others • Thinking skills (Analysing, Evaluating, Creating) • Personal learning (Self Evaluation/Target Setting) • Working with others	• Literacy • Working with others • Thinking skills (UAE) • Personal learning (Self Evaluation/Target Setting) • Working with others