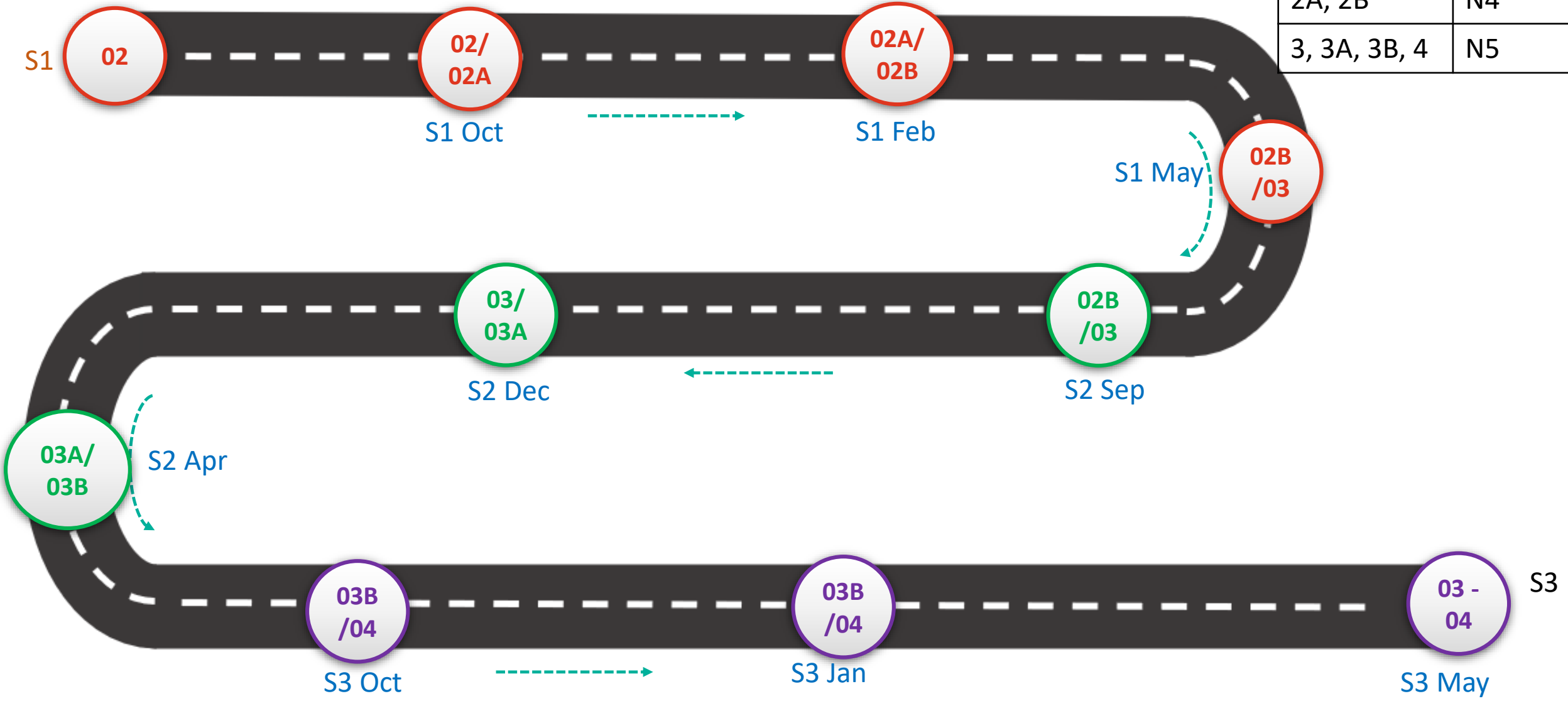


BGE Progression Framework to N5

Subject: English & Literacy

 **Next >**

By April S3	Pathway
2	N3
2A, 2B	N4
3, 3A, 3B, 4	N5





Year	Period	Course Overview
S1	August - December	Active reading; Personal Reading; Grammar, Punctuation; RUAЕ; Persuasive Writing Tourist Leaflet/Essay; Creative Writing, Fairy Tales
	January - May	Active Reading; Personal Reading; Grammar, Punctuation; RUAЕ CEL: Short Story; Poetry analysis; Media Analysis and Production
S2	August - December	Active Reading; Personal Reading; Grammar; Punctuation; RUAЕ Graphic Novel; Literature Study; Poetry Analysis
	January - May	Active Reading; Personal Reading; Grammar; Punctuation; RUAЕ; Group Discussion; Functional Writing; Creative Writing; Critical Essay
S3	August - December	Active Reading; Personal Reading; Grammar; Punctuation; RUAЕ; Reflective Writing; Media Advertising; Film Analysis; Persuasive Writing
	January - May	Active Reading; Personal Reading; Grammar; Punctuation; RUAЕ; Persuasive Writing CEL Literature; Introduction to MacCaig's Poetry

English Department - Types of Assessment

On-Going

High Quality

Periodic

Standardised

Year Group	August	Sept	October	November	December	January	February	March	April	May	June
S1	Personal Writing	Talking and Listening	Functional Writing	Fairy Tales -	RUAE		Critical Essay The Hitchhiker -	Textual Analysis Poetry	Poetry Writing	RUAE Media Analysis & production	
Active Reading Skills – Grammar and Vocabulary – Talking and Listening - RUAE											
S2		Talking and Listening	Functional Writing – Scotland Project	Imaginative Writing – The Package	Literature Study	Graphic Novel		Literature Study	RUAE	Simon Armitage Poetry	
Active Reading Skills – Grammar and Vocabulary – Talking and Listening - RUAE											
S3	NSA	Reflective Writing	Media - Advertising	Literature –Critical Essay	Persuasive Writing	Creative Writing	RUAE		Media – Film Analysis		Poetry – MacCaig
Active Reading Skills – Grammar and Vocabulary – Talking and Listening - RUAE											



S1 Sept/Oct – Solo Talk

Everyone will have...

- Delivered a talk to the class of at least 2 minutes in length.
- Had a clear introduction and conclusion.
- Included some relevant information.
- Attempted eye contact during the talk.

Most people will also have...

- Made eye contact with the audience for most of the talk.
- Structured the information clearly.
- Spoken clearly throughout.

Some people will also have...

- Shared relevant ideas, opinions and experiences.
- Engaged the audience, using eye contact, body language and an appropriate tone.
- Used a varied vocabulary and register throughout.



S1 February – Critical Essay

Everyone will have...

- Written an essay which has an introduction and conclusion.
- Used topic sentences for most of the paragraphs.
- Used at least one quotation.

We can see that the author quickly establishes the tension with the first sentence.

“Why did my father have to stop?”

Most will also have...

- Used several quotations to support their points.
- Picked out aspects of characterisation/theme/setting as appropriate to the task.
- Included some analysis.

“There was something glistening on his skin and it wasn’t rain water. It was dark red” Jacob notices many other things like this and we start to suspect that Jacob isn’t entirely innocent.

Some will also have...

- Evaluated aspects of the texts.
- Picked out examples of the writer’s style and commented on them.

This leaves the reader with an impression that the narrator feels unsafe and that the physical presence of the hitchhiker is intimidating. The description of the rain as “grey needles” demonstrates and expresses the idea that the rain may leave a permanent mark on the man.

S1 May– Reading for Understanding, Analysis and Evaluation (RUAE)

Everyone will have...

- Read the passage and been able to achieve (nearly) half marks.

Most people will also have...

- Achieved at least half marks.
- Shown some ability to analyse the language of the passage.

Some people will also have...

- Answered a range of questions correctly on understanding, analysis and evaluation of the text.

S2 September – Group Discussion



Everyone can...

- Prepare notes to take part in a group discussion.
- Make at least one contribution to the discussion.
- Listen when others are talking.

Most people can...

- Give reasons and ideas with supporting evidence.
- Respond to the points made by others.

Some people can also...

- Ask questions and build on the views of others.
- Use an appropriate tone and register consistently.
- Remain engaged throughout.

S2 – December - Imaginative Writing



Everyone will have...

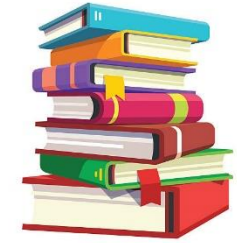
- Planned and created a character, setting and plot.
- Used an appropriate structure.
- Used mainly accurate spelling and paragraphing.

Most will have...

- Used appropriate features of the genre.
- Developed the plot in a satisfying way.
- Used a range of sentence structures.

Some will have...

- Engaged the reader with narrative devices.
- Used varied language.
- Used a variety of punctuation to enhance writing.



S2 April – Critical Essay

Everyone will....

- Make evaluative comments about the effectiveness of setting or characterisation.
- Be able to comment on at least two aspects of the author's style.
- Use quotations to support most points.

Most will...

- Analyse in some detail the development of characters and setting.
- Have an understanding of theme.
- Use a range of quotations.
- Write accurately, using a range of punctuation.

Some will...

- Analyse the text independently.
- Be able to evaluate the effectiveness of the writer's style.
- Understand the writer's theme and how it relates to people's experiences.
- Use quotations to support points throughout.
- Use varied sentence structure and vocabulary.

S3 – October Reflective Writing



Everyone will...

- Give an account of a personal experience.
- Attempt to convey their feelings about their experiences.
- Be reasonably accurate.

Most will...

- Establish the context for events.
- Be able to express their feelings.
- Use varied language to engage the reader.

Some will...

- Use an interesting structure to convey their experiences.
- Use varied vocabulary and a range of sentence structure to enhance their writing.
- Reflect well on the impact of the experience.



S3 - January – Persuasive Writing

Everyone will have...

- Have a clear introduction and conclusion.
- Have a range of points to develop.
- Attempted to use some persuasive writing techniques.
- Written accurately.

Most will have...

- An effective introduction and conclusion.
- A clear line of argument.
- Attempted to use a range of punctuation and sentence structure.
- Used persuasive writing techniques effectively.

Some will have...

- A clear line of argument throughout which are well structured to achieve maximum impact.
- A sophisticated and varied vocabulary.
- Attempted to engage the reader through effectively deployed persuasive techniques.