English Department: BGE Curriculum Outline

In Inverclyde Academy, we build on the excellent work of our cluster primary schools. Information is shared, so we are familiar with the pupils before they even arrive. In S1 and S2 pupils, largely, follow a common curriculum, with a unit-based approach to covering the experiences and outcomes. By S3, we are beginning to introduce elements of the National Qualification courses that our young people will go on to study in the Senior Phase.

In the BGE, pupils will complete pieces of writing for different purposes and audiences such as Personal, Functional and Imaginative; they will carry out reading tasks such as Critical Essay writing, private and close reading as well as developing their understanding of and ability to analyse features of literature.

Pupils are given opportunities to discuss their ideas and to listen to and acknowledge the opinions of others through individual talks and group/class discussion.

In S1 and S2 we have a common homework programme which is project based with assignments issued, approximately, every two months. Pupils should also be engaging in regular personal reading at home.

Each pupil will create a folio of work, giving them the opportunity to reflect on and discuss their learning as the school year progresses. Our pupils take responsibility to record their targets, supported by the class teacher in partnership with parents. Raising aspirations by improving literacy skills is at the heart of what we do. Underpinning this is the need for technical accuracy and we have a departmental correction code to support learners.  Units of work will be available on class MS Teams pages so you can support your child at home.

Each learner’s progress will be carefully monitored throughout the BGE. A decision will then be made regarding the pathway of each pupil into the Senior Phase toward the end of S3.

*Note: we deliver our course by looking at a different genre of text each term. Availability of texts may mean some swapping of the order described here.*

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| S1 Broad General Education Plan – Breadth, Depth, Challenge and Skills |
| August-October | October - December | January - April | April - June |
| Learning and Teaching Focus: **Prose Study** **(4 weeks)**In this unit, pupils will study a short story as a class. We will learn about characterisation, setting, theme, structure and plot.  | Learning and Teaching Focus **Autobiography Unit** **(4 weeks)**Pupils will learn about and do creative, personal and functional writing tasks.**Homework Activity 1: Project on ‘My Family Past’ or ‘Someone I Admire’.**  | Learning and Teaching Focus **Drama Study:** **(6 weeks)** In this unit, pupils will study a supernatural play.We will learn about techniques used in drama: stage directions, theme, setting and characterisation.  | Learning and Teaching Focus **Teacher’s Choice** **(4 weeks)**The teacher will choose an area that they would like to teach that is appropriate to the class.**Homework Activity 2: Letter to a primary member of staff.**  | Learning and Teaching Focus **Media Study** **(5 weeks)**Pupils will study an appropriate media text. Focus on: camera work, editing, sound production and mise-en-scene. **Homework Activity 3: Writer’s Craft task.** | Learning and Teaching Focus **Prose Study** **(4 weeks)**In this unit, pupils will study a short story/ novel as a class. We will develop our understanding of characterisation, setting, theme and plot.**Homework Activity 4: ‘My Favourite Book’ solo talks.** | Learning and Teaching Focus **Close Reading Skills****(4 weeks)**An introduction to RUAE skills: In Your Own Words questions, word choice, sentence structure and imagery.  | Learning and Teaching Focus **Poetry Study****(4 weeks)**In this unit, pupils will study a range of poems, appropriate to their ability and interests.We will learn about rhyme schemes, structure, form and figurative language. **Homework Activity 5: S1 Review.** |
| Assessment evidence:* All pupils will complete a critical essay on the story.
* Personal essay on an exciting experience, prompted by the class text.
 | Assessment Evidence:* Close Reading Assessments.
* Homework Project: report writing
* Talk
 | Assessment evidence:* All pupils will complete a critical essay on the play.
* Other assessable writing tasks, inspired by the class play.
 | Assessment evidence:* Talk
* Letter to Primary
 | Assessment evidence:* Imaginative Writing: Writer’s Craft task.
* Critical Essay on the Media text studied in class.
 | Assessment evidence:* Solo Talk on ‘My Favourite Book’
* Imaginative Response to the text.
* Critical essay on the prose text.
 | Assessment evidence:* + Close Reading Assessments.
 | Assessment evidence:* S1 Review: Functional Writing
* Critical Essay on poetry.
* Imaginative Writing: Poetry
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| Key Skills Numeracy* Accuracy and attention to detail.

Health and Wellbeing * Pupils will reflect on their own and others’ work.

Literacy * Pupils will write with an understanding of

spelling, punctuation and grammar. Digital Literacy * When redrafting, pupils will make appropriate choices about how to present their digital text. Fonts, bullet points, headings etc.
 | Key Skills Numeracy* Checking over work to highlight errors

Literacy * They will review and correct writing to ensure it makes sense.
* Pupils will use their reading skills to complete a close reading task.

Health and Wellbeing* Pupils will reflect on their own and others’ work and evaluate it against shared criteria.
* They will recognise improvement and achievement and use this to progress further.
 | Key SkillsHealth and Wellbeing* Pupils will work and learn with others.
* They will improve their range of skills, and achieve identified goals.

Literacy * Pupils will make contributions to group discussions.
* They will acknowledge that others have the right to a different opinion.
* Pupils will write fluently with an understanding of spelling, punctuation and grammar.
* They will review and correct writing to ensure it makes sense and meets its purpose.
 | Key SkillsLiteracy * Pupils will write fluently with an understanding of

spelling, punctuation and grammar. * They will review and correct writing to ensure it makes sense and meets its purpose.

Digital Literacy * Pupils will use reliable and appropriate sources.

Health and Wellbeing* Pupils will reflect on their own and others’ work.
* They will evaluate it against shared criteria.
 | Key SkillsNumeracy* Accuracy and attention to detail.
* Checking over work to highlight errors.

Literacy * Pupils will write fluently with an understanding of

spelling, punctuation and grammar. * They will review and correct writing to ensure it makes sense and meets its purpose.
 | Key SkillsLiteracy * Pupils will find and organise information to take notes.

Health and Wellbeing* They will recognise improvement and achievement and use this to progress further.
 | Key SkillsLiteracy * Pupils will explore the techniques that writers use in different genres.

Numeracy* Accuracy and attention to detail.
* Checking over work to highlight errors.
 | Key SkillsLiteracy * Pupils will use appropriate structure, interesting characters and/or settings which come to life.
* Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader.

Health and Wellbeing* They will recognise improvement and achievement and use this to progress further.
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| Skills for learning, work and life* Pupils will use critical thinking. They will use what they have learned to answer an essay question.
* They will be able to recall information about character, plot, setting and theme.

Personal Learning Planning* Pupils will identify, discuss and reflect on their own evidence of learning.

 | Skills for learning, work and life* Tasks throughout this unit will provide opportunities for pupils to build their describing skills.
* Pupils will develop their creation skills as they produce their own pieces of creative writing.

Personal learning planning and career management* Pupils will use appropriate language for self-evaluation
 | Skills for learning, work and life* Tasks throughout this unit will provide opportunities for pupils to build their describing and summarising skills.

Enterprise and employability* Pupils will develop a modern world view and show resilience, adaptability and a determination to succeed.

LeadershipPupils will identify, discuss and reflect on their own evidence of learning. | Skills for learning, work and life* Pupils will use critical thinking. They will use what they have learned to answer an essay question.

Roles and Responsibilities* Pupils will conduct research into the chosen topic.

Working with others* Pupils will put themselves in other people’s shoes, to hear them accurately and enrich their own learning perspectives.

Leadership* Pupils will learn to be good listeners and know the members of their group or team well.

 | Skills for learning, work and life* They will be able to recall information about character, plot, setting and theme.
* They will be able to locate techniques from the text to provide context for their analysis.

Working with others* Pupils will develop their ability to assert their own views
 | Skills for learning, work and lifeThinking skills across learning* Pupils will develop their evaluating skills to make informed judgements.

Working with others* , pupils will develop their ability to assert their own views
 | Skills for learning, work and lifePersonal Learning Planning* Pupils will use appropriate language for self-evaluation
* Pupils will identify, discuss and reflect on their own evidence of learning.
 | Skills for learning, work and life* Pupils will develop their creation skills to produce a piece of creative writing using aspects of another culture.

LeadershipPupils will identify, discuss and reflect on their own evidence of learning. |