

## **Broad General Education – S1-3 English**

### **S1 and S2 Mixed ability classes**

Pupils will:

- Engage with a broad range of literary and media texts
- Be encouraged to think, reflect and explore the communication of others
- Develop critical skills of analysis and evaluation
- Develop their own communication and literary skills (through the creation of their own texts in all four modes)
- Develop technical accuracy and proof-reading skills
- Be encouraged to read for enjoyment
- Be encouraged to take responsibility for their own learning
- Develop interpersonal skills

### **Approaches**

Pupils will experience a mixture of direct and interactive teaching designed to provide opportunities for them to experience a broad range of literary and media texts (including Scottish texts) which will provide relevant and enjoyable contexts in which they can increase their understanding and appreciation of the writer's / film-maker's craft. They will be engaged in a wide variety of activities which will allow them to access the experiences and ideas of others, promoting awareness and understanding of the world around them whilst also developing their own skills in communicating their thoughts and feelings. Health and Wellbeing (HWB) experiences and outcomes and Numeracy skills (where relevant) will be incorporated.

Pupils will be given the opportunity to work independently as well as co-operatively with their peers. There must be a number of opportunities for pupils to choose what is to be studied and how they will demonstrate learning/skills (personalisation and choice). They must also be involved in interdisciplinary projects designed to help them make links in their learning whilst also providing the opportunity to practise skills in unfamiliar situations.

### **Progression: Breadth, Depth and Challenge**

Most pupils in S1 will be developing or consolidating skills at Level 3. There must be ample opportunity for pupils to develop key skills in all four modes of communication, skills which will be revisited across years S1-3, where it is hoped many will become secure at Level 4. Texts and contexts must be increasingly complex and pupils will correspondingly, and necessarily, be challenged to respond in ways which demonstrate their understanding and ability to more confidently use more sophisticated skills. There is a requirement that all pupils will increasingly be expected to develop and demonstrate higher order thinking skills.

### **Milestone assessments:**

Formal assessments of all four modes of communication (Reading, Talking, Writing and Listening) will be undertaken by all pupils in S1 and S2 in order to monitor progress against baseline data.

### **Progression from S2 into S3**

Professional judgement and evidence based on milestone assessments in S2 will provide guidance on creating broad banded classes in S3.

### **Progression from BGE to Senior Phase (S3 into S4)**

All pupils are expected to continue studies in English into S4.

Milestone assessments continue to be used to monitor progress.

Pupils in S3, especially from term three onwards, will have been provided with ample opportunity to practice and develop skills in the key areas of **Analysis and Evaluation** and **Creation and Production** in readiness for National 4/5 and beyond. A combination of formative assessment of Writing and Talk/Listening and summative assessment (critical essay writing and close reading) will provide a sound basis for determining the best progression route for each pupil. Accordingly, classes will be broadly set in order to avoid too

many bi-level classes.

Many pupils in S3 will have overtaken Level 3 outcomes and be working towards attaining Level 4 however there will be those who are still developing skills at Level 3 and some who will already be confident at Level 4.

Moderation practices, especially during S3, are vital in determining the security of pupils at Level 4. Professional judgement will be important in deciding who should be presented at National 5 level, bearing in mind that there is no automatic National 4 award for those who fail the course. It is vital that all pupils are, therefore, furnished with the opportunity to successfully complete both the Literacy unit and Added Value units at National 4 level.

Added Value unit will be undertaken in May/June of S3. Key assessments in Close reading and Critical Evaluation will be used in May to identify those most likely to progress to NAT5 and those who might need to be assessed at NAT4 level. Some changes to class lists may take place at this point to ensure pupils are in the best position to fulfil their potential in S4 English.

### **Progression in S4**

S4 Students will all complete the Literacy and Added Value units (see above). For some, success in these, together with the appropriate evidence of success in the remaining two core units (Analysis and Evaluation and Creation and Production) will constitute achievement at National 4 level. For some students, this will be the culmination of their studies in English.

Rigour in the department's moderation and verification processes and monitoring and tracking will ensure those pupils who can be challenged further will progress to certification at National 5 at the end of S4. Pupils will undertake the study of literature including Scottish set text(s), analysis of non-fiction texts and will produce a folio of writing to be assessed by SQA. They will practise exam skills in the same two key skills areas outlined above in preparation for the prelim in January and the final exam in May.

Key assessments will be undertaken in term two of S4 in order to identify those for whom National 4 would be an appropriate progression step with a view to National 5 in S5. Recommendations will be communicated to parents.

Following prelim exams in January, further recommendations will be made (as part of course choice procedures) regarding presentation level and the probable progression path into S5.

### **Progression from S4 to S5**

There may be some S5 students who choose not to return to English.

Those students opting to return to English in S5 will form three main groups: those who wish to progress from National 4 to National 5; those who wish to re-sit and upgrade National 5 and those who wish to progress from National 5 to Higher.

### **National 5**

Students will study literature, including Scottish sets text(s) and practise key skills in Understanding, Analysis and Evaluation as well as produce a folio of writing to be sent to SQA for assessment. Pupils will undertake study in these skills areas in preparation for the prelim exam in January and the final exam in May. For some students, this will be the end of their journey in English.

Moderation of key assessments including the prelim together with professional judgement of the classroom teacher will ensure appropriate presentation levels are communicated to the students and their parents. It may be that some students will be recommended not to sit National 5 in S5 but instead to concentrate on attaining success in free standing units, namely, Understanding, Analysis and Evaluation Communication and Creation and Production at National 5 level with the possibility of also gaining Communication units, with a view to progressing to course certification in S5. For some, however, this may be the end of their journey in English.

### **Higher in S5**

The recommended level of attainment for progression to Higher will be set at either an A or a B at National

5. Although Higher is the next progression step from National 5, students attaining grade C in National 5 would not be recommended to progress to Higher in S5, though it may be appropriate to study the Higher course across two years. It would be possible in this instance for students to accrue Communication unit passes at National 5 or Higher levels in S5, together with the possibility of attaining some of the freestanding units and Higher level.

Students will produce a folio of writing to be sent to SQA for assessment. Pupils will undertake study in the key areas of Understanding, analysis and Evaluation and Creation and Production in preparation for the prelim exam in January and the final exam in May.

For some students, this will be the end of their journey in English.

Moderation of key assessments including the prelim together with professional judgement of the classroom teacher will ensure appropriate presentation levels are communicated to the students and their parents. In February, recommendation may be made for students to consider presentation at Higher in S6 rather than S5. For some, a recommendation to upgrade National 5 may be appropriate (those who attained grade C in S4).

### **English in S6**

Students returning to English in S6 could fall into a number of disparate groups: those who are progressing from Higher to Advanced Higher; those who have taken the Higher course over two years; those re-sitting/upgrading after presentation in S5 and possibly those who are returning after a year away from the subject who now wish to progress through either National 5 or Higher.

### **Advanced Higher**

Students will undertake the study of literature and textual analysis. They will also complete a folio of writing for assessment by SQA as well as a dissertation on texts of their choice.

Students at Advanced Higher level will be expected to work more independently than hitherto with lessons being of a more tutorial style.