

**Course description:** The S1 English course is designed to foster improvement in the key skills related to Listening and Talking, Reading and Writing.

August - October	October – December	January-March	April-May
<p>The year will begin with introductory activities (usually involving <b>Listening and Talking or Writing</b>) designed to introduce pupils to the school, and to their classmates.</p> <p>As they undertake <b>Text Studies*</b>, S1 pupils will read or watch a text, participate in activities related to the text designed to deepen their understanding and then critically analyse and evaluate the text. As they do this, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate the effectiveness of key concepts</li> <li>• Identify and comment on the text’s theme</li> <li>• Identify and comment on the writer’s use of language</li> </ul> <p>Pupils are likely to be involved in <b>Listening and Talking</b> activities, such as whole class discussion, group discussion, and individual talk.</p> <p>Opportunities for <b>Individual Talk</b> will be numerous, and arise organically out of class work. Pupils will be involved in:</p> <ul style="list-style-type: none"> <li>• The preparation of appropriate and engaging content (through research or reflection)</li> <li>• Learning to speak clearly, fluently and confidently before an audience</li> <li>• Learning to use techniques to engage the audience through use of language, and effective delivery (tone of voice, gesture, pace, etc.).</li> </ul> <p>Opportunities for <b>Group Discussion</b> will, again, be numerous, and arise organically out of class work. It is likely that, as part of the <b>Creative Writing</b> programme of work or one of the three <b>Text Studies</b>, pupils will undertake more formal group discussion. This will involve:</p> <ul style="list-style-type: none"> <li>• Reflecting on/ researching the topic of discussion to clarify thinking</li> <li>• Offering opinions or ideas appropriate to the topic</li> <li>• Listening to the contributions of others and taking these into account when making further contributions of their own.</li> </ul>	<p>It is likely that continuing work on the first <b>Text Study</b> will be undertaken. For details of content - see Aug - October.</p> <p>It is likely that further work in either <b>Discursive Writing</b> OR <b>Creative Writing</b> will be undertaken, perhaps using the literature encountered in Text Studies as a stimulus. In S1, the main focus of <b>Discursive Writing</b> will be <b>Informative Writing</b>. To perform successfully, here, pupils must learn to:</p> <ul style="list-style-type: none"> <li>• Use different sources (such as the internet or books from the school library) to compile relevant and interesting information on their chosen topic</li> <li>• Make and organise notes from these sources</li> <li>• Write in a clear and informative way about their chosen topic</li> <li>• Accurately apply technical skills in their writing</li> <li>• Use sources appropriately.</li> </ul> <p>Types of <b>Creative Writing</b> include imaginative pieces or reflective writing. In S1, we will focus on <b>Imaginative Writing</b>. Pupils will write their own imaginative piece in a particular genre, such as prose fiction, drama, poetry, etc. To do so successfully, they will:</p> <ul style="list-style-type: none"> <li>• Identify and discuss, through various textual stimuli, the conventions of the chosen genre</li> <li>• Adhere to these conventions in an imaginative piece of their own.</li> <li>• Depending on the genre, use structure effectively by creating an engaging plot.</li> <li>• Depending on the genre, create and write about interesting and engaging characters</li> <li>• Depending on the genre, draft detailed settings where the various stages of the plot will unfold.</li> <li>• Accurately apply technical skills in their writing.</li> </ul> <p>Pupils will be engaged in <b>Close Reading/Textual Analysis</b>. As they begin the study of <b>Close Reading/Textual Analysis</b>, S1 pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Show their understanding of the main and more complex ideas in various forms of text</li> <li>• Analyse features of the language - including the writer’s craft - in various forms of text</li> <li>• Evaluate aspects of the texts they read, perhaps identifying bias or persuasion.</li> </ul>	<p>It is likely that a second <b>Text Study</b> will be undertaken. This will be in a genre different to the first.</p> <p>It is likely that further work in <b>Discursive Writing</b> OR <b>Creative Writing</b> (the chosen genre depending on work undertaken in previous terms/programmes of work) will be ongoing.</p> <p>Again, directed <b>Listening and Talking</b> activities are likely to arise organically out of classwork in other programmes of study.</p> <p>The <b>Close Reading/Textual Analysis</b> programme will continue.</p>	<p>It is likely that a third <b>Text Study</b> might be undertaken, and that related work in <b>Close Reading</b>, and/or in <b>Discursive or Creative Writing</b> and/or in <b>Listening and Talking</b> will also be ongoing.</p> <p>The <b>Close Reading/Textual Analysis</b> programme will continue.</p> <p>Pupils will also take part in <b>Transition Assessment</b>.</p>

Throughout the session, pupils will be involved in a programme of **Personal Reading**, each class having timetable access to the school library. As they take part in the **Personal Reading** scheme, S1 pupils will select (using class libraries and scheduled visits to the school library) and read fiction and non-fiction texts of their own choice, thereby developing their literacy skills by reading progressively more complex texts in a wide variety of genres.

**Assessment & Folio Deadlines**

August - October	October – December	January – March	April - May
Assessment is ongoing, and will be of the work undertaken in each programme of study. It will be holistic, based not only on “Good Work” assessment pieces, but on pupil performance in other activities carried out in the course of class work.			

**Homework & Revision**

Type of Tasks	Frequency	Activity	How can parents help?
<ul style="list-style-type: none"> <li>• Continuation of work started in class/extension work related to text studies and reading in general.</li> <li>• Continuation of work started in class/extension work related to writing.</li> <li>• Personal reading</li> <li>• Independent research</li> </ul>	<p>As appropriate, according to current classroom focus.</p>	<ul style="list-style-type: none"> <li>• This may include critical essay work or work in other types of critical response, or other directed activities related to the text.</li> <li>• This may include preparatory or planning tasks for writing pieces to be undertaken in class, or the completion of pieces begun in class.</li> <li>• All pupils should be involved in a programme of independent reading -related to their interests - in order to improve language skills.</li> <li>• Pupils will frequently be asked to prepare for lessons or programmes of study in other areas by looking into aspects of the topic.</li> </ul>	<p>By ensuring that pupils adhere to deadlines, that pupils have given genuine consideration to formative comments made by class teachers before submitting work, that a thorough proof-reading of work has been undertaken prior to submission, that pupils have the opportunity to practise talk tasks before assessment in class, that pupils receive help - where appropriate - with any required research, and that pupils are encouraged to read widely at home.</p>