

**Course description:** The S2 English course is designed to cultivate further improvement Listening and Talking, Reading and Writing by building on the key skills developed in S1.

| August - October   | October – December   | January-March   | April-May  |
|--|--|---|--|
| <p>As they undertake <b>Text Studies</b> S2 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 further develop their ability to:</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate the effectiveness of an increasingly wide range of key concepts</li> <li>• Identify and comment on the text’s more sophisticated themes</li> <li>• Identify and comment - in a more detailed way - 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 again be numerous, and are likely to arise organically out of class work. The purpose of this (to entertain, to inform, to persuade or argue, etc.) is likely to be different from the individual talk undertaken in S1. 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 an increasingly wide range of 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.</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 undertaking discursive writing, (perhaps thematically related to the text studied in their Text Study) S2 pupils will further develop some of the skills outlined in the S1 Informative Essay program of work, and also, depending on the genre of writing, learn to:</p> <ul style="list-style-type: none"> <li>• Convey information on a chosen topic by selecting the most important ideas, organising them logically, and giving evidence where necessary</li> <li>• Describe opinions on a chosen topic</li> <li>• Engage readers’ opinions in a chosen topic through use of language and style,</li> <li>• Accurately apply technical skills in their writing.</li> </ul> <p>Types of <b>Creative Writing</b> include imaginative pieces or personal/reflective writing. This will mean pupils may learn to:</p> <ul style="list-style-type: none"> <li>• Take part in group discussion (with classmates and family members) related to their backgrounds, and formative experiences</li> <li>• Write expressively and reflectively about important and meaningful events, experiences or memories OR</li> <li>• Write descriptively about themselves, other family members and significant people in their lives</li> <li>• Use language, style and tone in an engaging way</li> <li>• Accurately apply technical skills in their writing.</li> </ul> <p>Pupils will be engaged in <b>Close Reading/Textual Analysis</b> and the reading of <b>Non-Fiction</b> texts. As they begin the study of <b>Close Reading/Textual Analysis</b>, S2 pupils will learn, using more sophisticated and detailed texts as a stimulus, 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>In reading <b>Non-Fiction</b> texts, pupils will:</p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between different types of text</li> <li>• Comment on the usefulness of sources</li> <li>• Consider and comment on the impact of layout and presentation on the reader.</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 timetabled access to the school library. As they take part in the **Personal Reading** scheme, S2 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. Transition assessment will be designed to place pupils in the following session’s S3 sections by identifying strengths on which to build and areas for development to be addressed prior to entering the Senior Phase in S4. |                    |                 |             |

**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> |