



S3 ENGLISH

COURSE BOOKLET 2018/19



@craigmounteng

Course Aims



- Our **Curriculum for Excellence Broad General Education** course in **S1-3** is designed to build on pupils' prior experience of language and literacy and cultivate their critical and creative thinking. It aims to offer breadth and depth of study through the use of different contexts for learning.
- Across the faculty we aim for excellence in learning and teaching at all levels and strive to ensure pupils will be actively engaged with their learning and the experiences we offer.
- Pupils will be exposed to a broad **range of texts** over the three years and they will develop their skills in the four core aspects of English – Reading, Writing, Listening and Talking.
- As a faculty we strive to provide a course that is sculpted around the **skills** pupils need to develop rather than by compulsory texts and units. This allows teachers to structure their planning to meet the needs and interests of the learners in their class more effectively.
- Over the three years the pupils will be encouraged to demonstrate their skills in increasingly **independent contexts** to ensure they are ready to embrace the challenges of the **Senior Phase in S4**.
- Throughout S1-3, pupils will be given regular opportunities to **reflect on their progress and generate targets** for their own learning. This will be carried out in their **learning logs**, using the feedback given on the outcomes they produce.
- Pupils will follow the **Reading Up Programme**. In addition, pupils will engage in **10 minutes of personal reading** at the start of every English less



Portfolio

- ✓ By the end of S3, all pupils will have built up a portfolio of work which illustrates the progress they have made across S1-3 in the four areas of Reading, Writing, Listening and Talking.
- ✓ Pupil portfolios will also highlight where pupils have been challenged and offered the chance to showcase their creative thinking through experiences such as:

Enterprising activities – these are opportunities for students to extend their learning (completed either independently or in groups) in a manner devised by their teacher.

- ✓ The **portfolio** will include a range of the **outcomes** below. Pupils will record **Success Criteria**, **Areas of Strength** and **Areas for Development** for each.

Reading	Writing	Listening	Talking
<ul style="list-style-type: none">•Reading for Understanding, Analysis & Evaluation assessments•Critical responses to texts studied (including Media)•Responses to personal reading	<ul style="list-style-type: none">•Imaginative, personal/reflective, functional and persuasive writing in different formats as appropriate to the context each year.	<ul style="list-style-type: none">•Evidence of engagement in group discussion•Critical listening assessments	<ul style="list-style-type: none">•Evidence of a pupil's ability to deliver solo talks and participate in group presentations•Evidence of formal group discussion and their contributions to it

S3	June	August to October Holiday	October to Christmas	January to Feb holiday	Feb to Easter	Easter to end of S3 course
Approx. length	5 weeks	7 weeks	9 weeks	5 weeks	5 weeks	5 weeks
Focus	<ul style="list-style-type: none"> • Study of first text* • Continued experience of RUAE skills 	<ul style="list-style-type: none"> • Study of second text* • Continued experience of RUAE skills • Development of critical essay skills • Creative writing 	<ul style="list-style-type: none"> • Continued study of second text • Continued experience of RUAE skills • Creative writing continued 	<ul style="list-style-type: none"> • Continued experience of RUAE skills • Study of third text* 	<ul style="list-style-type: none"> • Continued experience of RUAE skills • Discursive writing 	<ul style="list-style-type: none"> • Personal Project Unit
Assessments	<ul style="list-style-type: none"> • Critical response (draft OR timed essay) 	<ul style="list-style-type: none"> • Talking or listening activity • Piece of creative writing • Enterprising activity • Critical response (draft or timed essay) 		<ul style="list-style-type: none"> • Timed Critical response 	<ul style="list-style-type: none"> • Piece of discursive writing • RUAE assessment 	<ul style="list-style-type: none"> • Choice of written or talk assessment
Homework		Reading - pupils select books for personal reading. At home pupils should be reading for at least twenty minutes three times a week. Other homework will be issued by teacher judgement.				

- ✓ **Text** here is to be considered in its broadest definition (e.g. prose, poetry, media etc.) and a wide range of texts will be studied throughout the year
- ✓ Over the course of the year it is expected that students will experience imaginative, personal/ reflective, functional and discursive writing but it is at the individual teacher's discretion as to when to cover each style.
- ✓ Pupils will also have opportunities to take part in Self and Peer Assessment

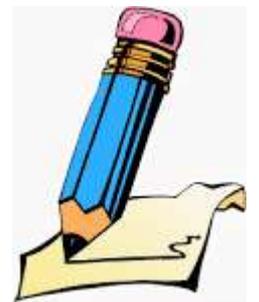
How do I improve my READING skills?

- Reading a wide range of fiction and non-fiction texts e.g. Newspaper articles from The Guardian, The Times and The Observer
- Read as much as you can in your personal time – it is amazing how much this helps.



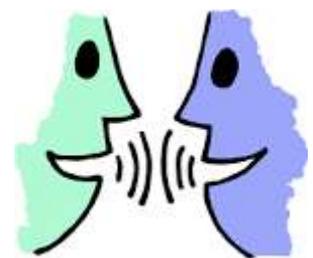
How do I improve my WRITING skills?

- Make sure any creative writing you complete includes the golden rule: SHOW, don't TELL.
- Let the reader discover things about a character themselves, e.g. don't say she was scared in a dark room; say "her hands were sweaty and trembled as she reached for the light switch."
- Use the SENSES and IMAGERY as well to make your writing as vivid and as interesting as possible.
- Make sure your critical and discursive essays are well-researched and well-structured.
- Proofreading your work is essential – don't be afraid to ask someone else to check it over, too.



How do I improve my LISTENING and TALKING skills?

- Always make sure, when you work in class, in groups or in pairs, that ONE PERSON SPEAKS AT A TIME.
- Listening to our peers is very important, as it helps us COMMUNICATE effectively.
- When speaking in front of the class or your group, make sure you are prepared.
- Always PRACTICE your presentation first.
- Don't rely on your notes too much.
- EYE-CONTACT – include your audience.



How to be a Good Learner



- ✓ **BE ORGANISED** - always come to class with a pen, pencil, and your jotter.
- ✓ If you are off, always be sure to catch up on any work you have missed.
- ✓ Try to find a quiet place to work when you have homework.
- ✓ Make use of your planner or phone calendar to note down homework.
- ✓ Pay attention to any feedback you receive – it is given to help you improve and provide guidance on how to progress.

How to Support your Child's Learning

- ✓ Provide access to quality newspapers
- ✓ Talk to them about the texts they are studying in class, ask them to summarise the main events, tell you about the characters/ themes/ settings
- ✓ Ask to see their notes/jotters- ensure that they have been making their own notes about their texts
- ✓ Ask to see their writing. Encourage them to proofread their work looking for any errors.
- ✓ Encourage them to engage in personal reading for at least twenty minutes three times a week

Useful Revision Websites



- ✓ <http://www.bbc.co.uk/education/topics/z2b2tyc> (language skills)
- ✓ Litcharts: <http://www.litcharts.com/>
- ✓ Shmoop: <http://www.shmoop.com/literature/>
- ✓ Sparknotes: <http://www.sparknotes.com/>