

# S1 & S2 English

 awareness  drive  aspiration  purpose  trust



# Aims

- To provide an overview of S1 & S2 English Curriculum.
- To discuss reading and encourage ways and means to engage students in reading at home.



P1

S3

S4

S6

Broad General Education

Senior Phase

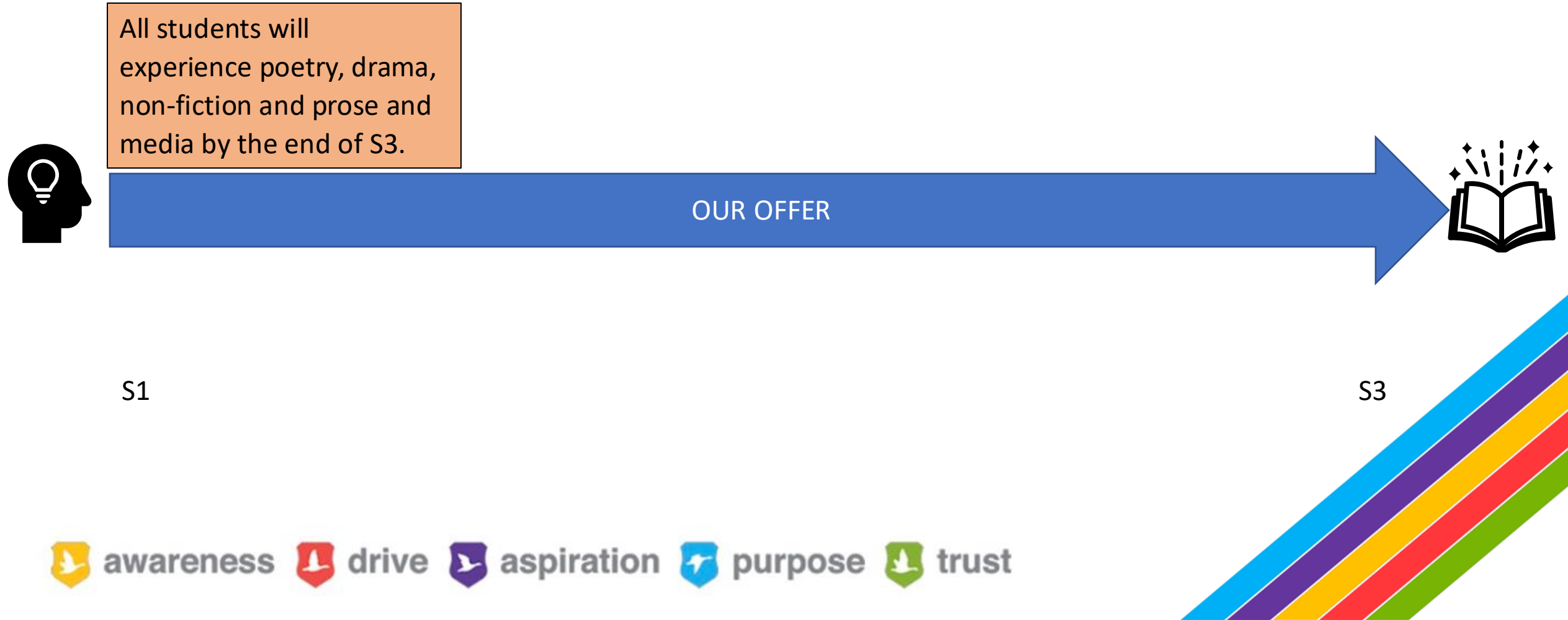
Pupils experience a broad range of outcomes that cover reading, writing, speaking and listening. They engage in a wide range of texts and styles of communication.

Students prepare for and sit assessments to gain qualifications. At Craigmount this can be:

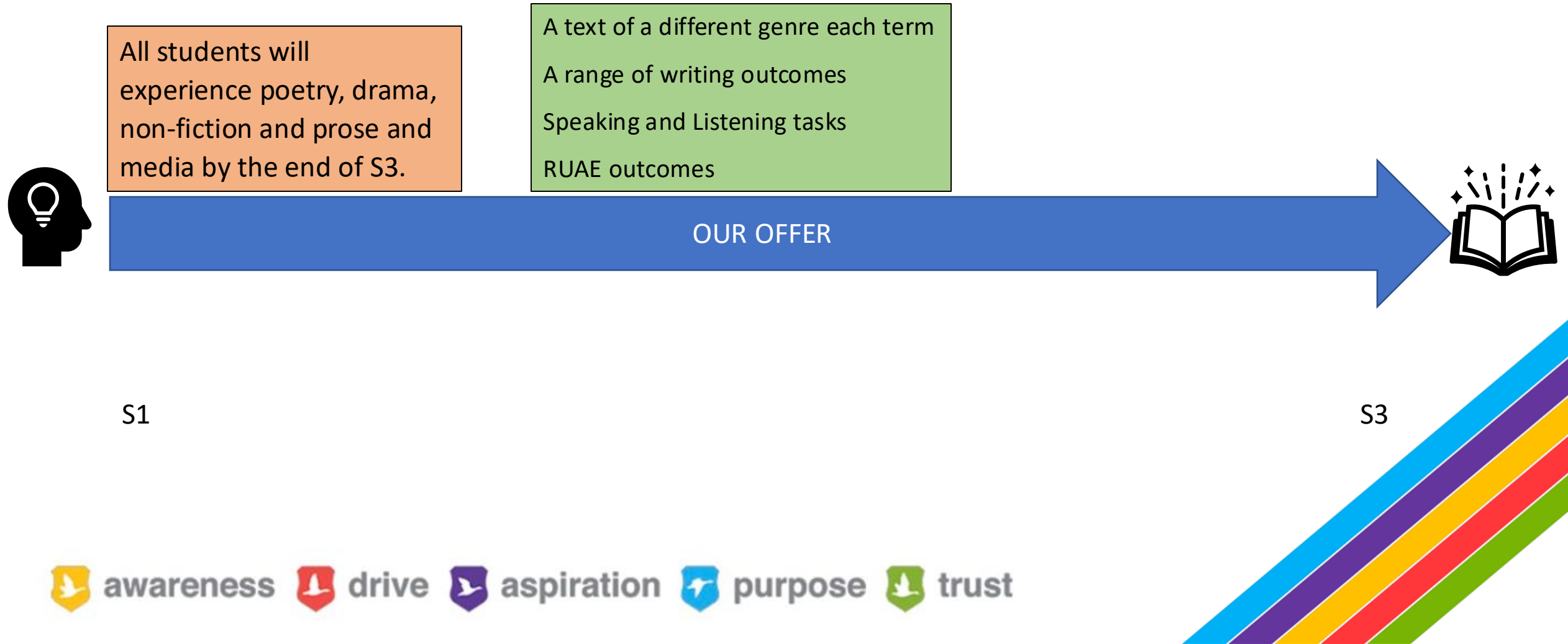
- N3/4 English (Internally assessed in school)
- N5/Higher/Advanced Higher English (Externally assessed through exams)
- Higher Media/Classical Studies (Externally assessed through exams)
- NPA Journalism/N5 Communications (Internally assessed in school)



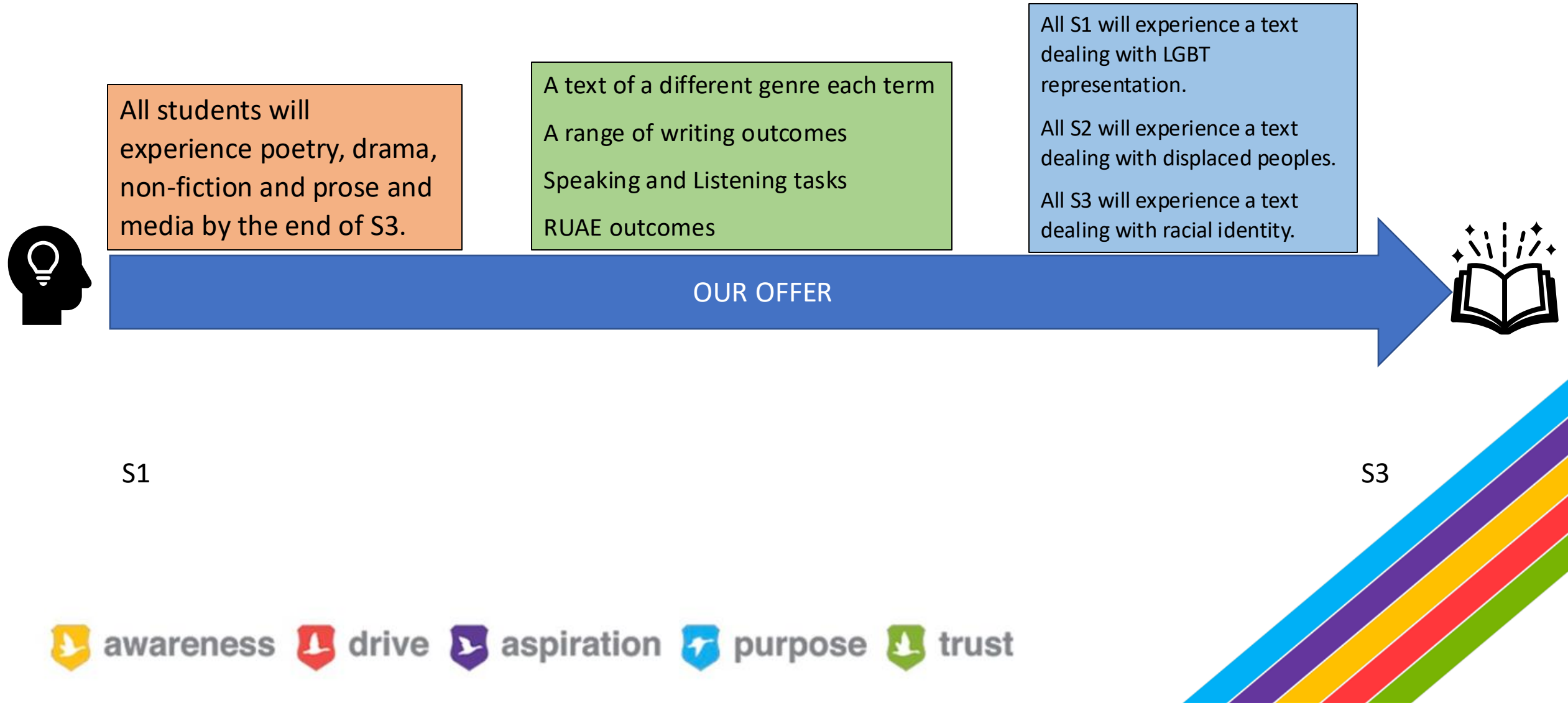
# BGE ENGLISH AT CRAIGMOUNT



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# Broad General Education S1-3

- Builds upon skills and experiences of primary school.
- As BGE progresses, more focus on experiences that prepare students for National Qualifications.



# S1

## Reading

**Personal reading:** regular experience in every class/focus on challenge and commitment to text/improvements embedded

**Literature/Media study:** two texts covered: any genre plus LGBT poetry – in S2 they will experience further 2 genres/one critical essay but feedback must be readily accessible for S2/other outcome at teacher discretion

**Non-fiction:** regular experience of reading and reflecting on passages/own words and word choice focus/RP used to support as option/reciprocal reading also an option to support challenge

**Literacy Planet homework:** regular experience to support comprehension

## Writing

**Personal writing** (first term)

**One other genre** covered – in S2 they will experience different genres

**KAL:** each pupil works on mastering 2 KAL skills across the year

**Literacy Planet homework:** regular experience to support KAL

## Talking and Listening

**Group discussion unit** (first term): blast of explicit group discussion skills in first few weeks to set up whole year

**Solo talk unit:** each pupil delivers one solo talk this year (policy about whole class performance?)



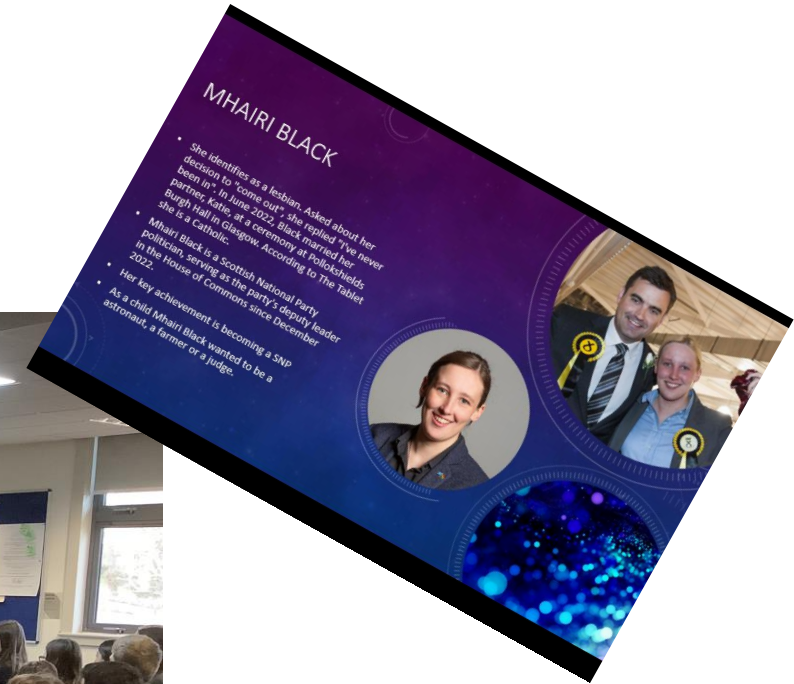


# S2

Curricular Element	Detail of learning
Reading	<p><b>Personal reading:</b> regular experience in every class/focus on challenge and commitment to text/improvements embedded</p> <p><b>Literature/Media study:</b> two texts covered: different genres from S1 and including displaced people representation/ two critical essays</p> <p><b>Non-fiction:</b> regular experience of reading and reflecting on passages/revisiting S1 focus, imagery, sentence structure/RP used to support as option/reciprocal reading also an option to support challenge</p> <p><b>Literacy Planet homework:</b> regular experience to support comprehension</p>
Writing	<p><b>Writing in specific genre:</b> 2 pieces generated; different genres from S1</p> <p><b>KAL:</b> prior learning from S1 used meaningfully/each pupil works on mastering 2 further KAL skills across the year</p> <p><b>Literacy Planet homework:</b> regular experience to support KAL</p>
Talking and Listening	<p><b>Group discussion unit</b> (first term): revisit explicit group discussion skills in first few weeks to set up whole year; each pupil participates in one formal group discussion assessment</p>



# Diversity Thematic Elements



Who is the new kid?

(and how can I make them feel welcome?)

A talk with Dina Nayeri



inspiration purpose trust



Jackie Kay because she is a very good poet and play writer. She has had an amazing writing career.

She had a fifteen year relationship with poet Carol Ann Duffy.

The themes behind Jackie Kay's poetry are,

Jackie Kay

Jackie Kay is well known for being a Scottish Poet, playwright and novelist.

One of Jackie Kay's quotes are 'sometimes you remember your life photograph that was never taken'.

She studied English at the university of Stirling. In 2010 she published a book about her search for her biological parents.

Jackie Kay is a lesbian. She has a mixed Scottish and Nigerian heritage

# Reading!

- All S1 & 2 students have 10 minutes of private reading at the start of their English lesson. This adds up to around 30 minutes a week.
- Students have trackers on their OneNote where they can track their reading for the week and self assess how in the zone they are.

We value reading.



# The value of reading

- To encourage reading for pleasure and to instil a love of literature in our young people
- To promote reading and the benefits it brings over the many distractions in young people's lives
- Evidence consistently illustrates the importance of reading for pleasure for both educational purposes as well as personal development
- Reading prepares us emotionally and educationally and arms us with skill, as well as information





# The value of reading

- Reading attainment & writing ability
- Text comprehension & grammar
- Breath of vocabulary
- Positive reading attitudes
- Greater self-confidence as a reader
- General knowledge
- Better understanding of other cultures
- Greater insight into human nature and decision making.

Minutes per day	Words Read Per Year
65.0	4,358,000
21.1	1,823,000
9.6	622,000
4.6	282,000
1	8,000

Adapted from Anderson,  
Wilson & Fielding 'Growth in  
Reading and how children  
spend their time outside school'



# Reading doesn't just help with English

"It may seem surprising that reading for pleasure would help to improve children's maths scores. But it is likely that strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects."

Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns.

# How does reading help literacy?

## Resilience

Why does the writer use commas or parenthesis?

My best friend, Mark, was a keen footballer. We played in my back garden every afternoon as kids, often down the local park, sometimes other kids would join us, and in the summer we never seemed to leave.

5 I often think of those long, endlessly absorbing days, game after game, sometimes until it got dark and we played by the dim glow of street lights. In the summer holidays, my mum would make a two-litre bottle of orange squash and we would pass it from player to player at half-time, none of us deterred by the fact it had got warm in the sun. My, it tasted good.

Mark never made it into the school team. He kept trying, kept going to the "trials", both at primary and senior school, but he was just off the pace. The disappointment was always bitter.  
10 You could see it on his face. He yearned to play, to progress, to be able to read out a match report at school assembly (one of the honours of making the team). But he never did.

It has been reported that 98 per cent of those signed by English teams at 16 fail to make the transition into professional football. Many struggle to cope with rejection at such a tender age. Clinical psychologists report that many suffer anxiety, a loss of confidence and, in some cases,  
15 depression. These youngsters are often described as being "left on football's scrapheap".

It seems to me, though, that the number rejected is, in fact, far higher. After all, the sifting process starts from the first time you kick a ball at the local park. I was one of the few who made it into my school team (I captained it). But when I went to trial for the district team, surrounded by the best players from all the schools in the area, the standard was high. Parents were everywhere. I remember my heart beating out of my chest when the "scouts" arrived. I did not  
20 make it. I was crushed by the disappointment. How could it be otherwise? But I also realised that the race had only just started for those who had made the cut. Of those who made it into the district team, only a handful were picked by Reading, the local club. And of those who made it to Reading, only a fraction made it into professional football. Perhaps none made it all the way to  
25 the top flight.

Why is there a paragraph break here?

What tone is the reader adopting?

Students have an increased chance of understanding the vocabulary in front of them

# What does reading look like today?

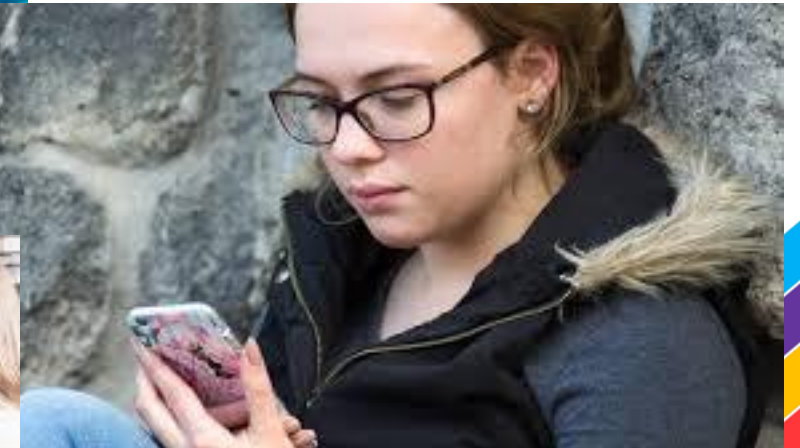
- *A worry that the more reading moves online, the less is understood*
- *Reading has changed profoundly since we were readers as students*
- *The screen does encourage more skimming behaviour when we scroll we tend to read more quickly and therefore, less deeply*
- *We are potentially battling against other information in an online environment*
- *We stop less and therefore contemplate less*





# What does reading look like today?

"We cannot go backwards. As children move more toward an immersion in digital media, we have to figure out ways to read deeply there." *Maryanne Wolf*



# What does reading look like today?

## Top tips:

- Remove any other connectivity when reading
- Both online readers and paper readers should make notes about what they have read in the same way
- Use online features to annotate your text or to look up words and meanings
- Download articles or pages to be read offline
- Message the student links that you have found to interesting websites/blogs/news articles
- Navigate with them - discuss something they have seen or read. Help them check their facts.



# E-books and Audio books

- **E-books and Audio books**
- Did you know, your child can download E-books, audiobooks and magazines using their school iPad? To access them, they need to be a member of Edinburgh City Libraries and download the Libby App.
- If your child is already a member, login details can be retrieved from the school library
- If your child does not have a library card or it has been misplaced/you have moved home, please complete this simple [form](#)
- Once completed a card will be generated and delivered to the them during Tutor or their English class.
- This service is part of Edinburgh City Libraries core offer, if you as a parent/carer would like to join up, simply head to your local library with some ID or register online [here](#).



# Ways to encourage a reader

Connect reading with what they might want to do later in life.  
Be real about it.

Have an open discussion about the type of reading they need to achieve exam success or help them on their future path.  
**What do you read as part of your everyday life and career?**

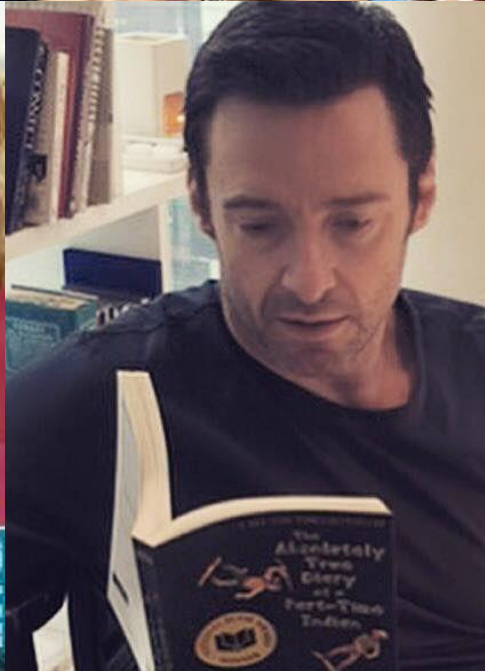




# Ways to encourage a reader



13 Books  
Recommended by  
Emma Watson



# Ways to encourage a reader



Audiobooks aren't cheating.

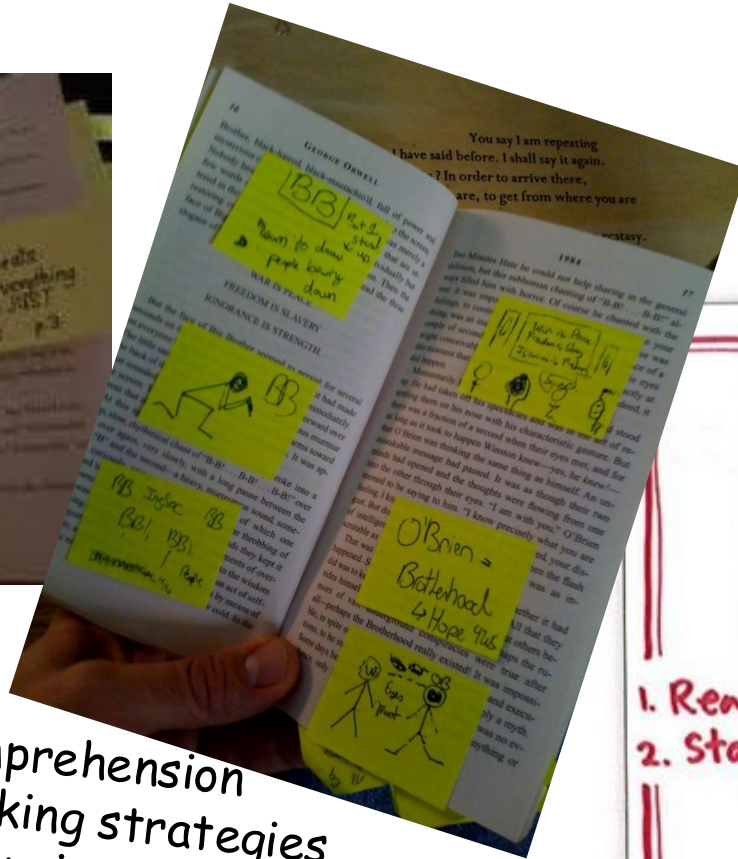
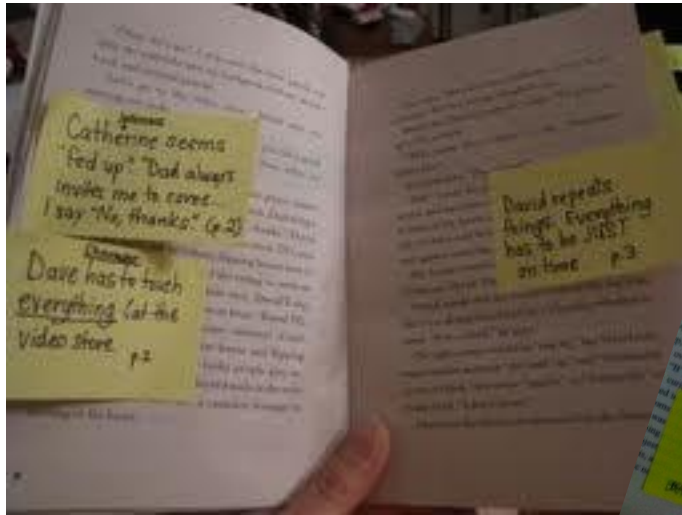
Many e-readers have the function of reading along with the text so that students can follow the words.

Try graphic novels or Manga or shorter versions of advanced texts.



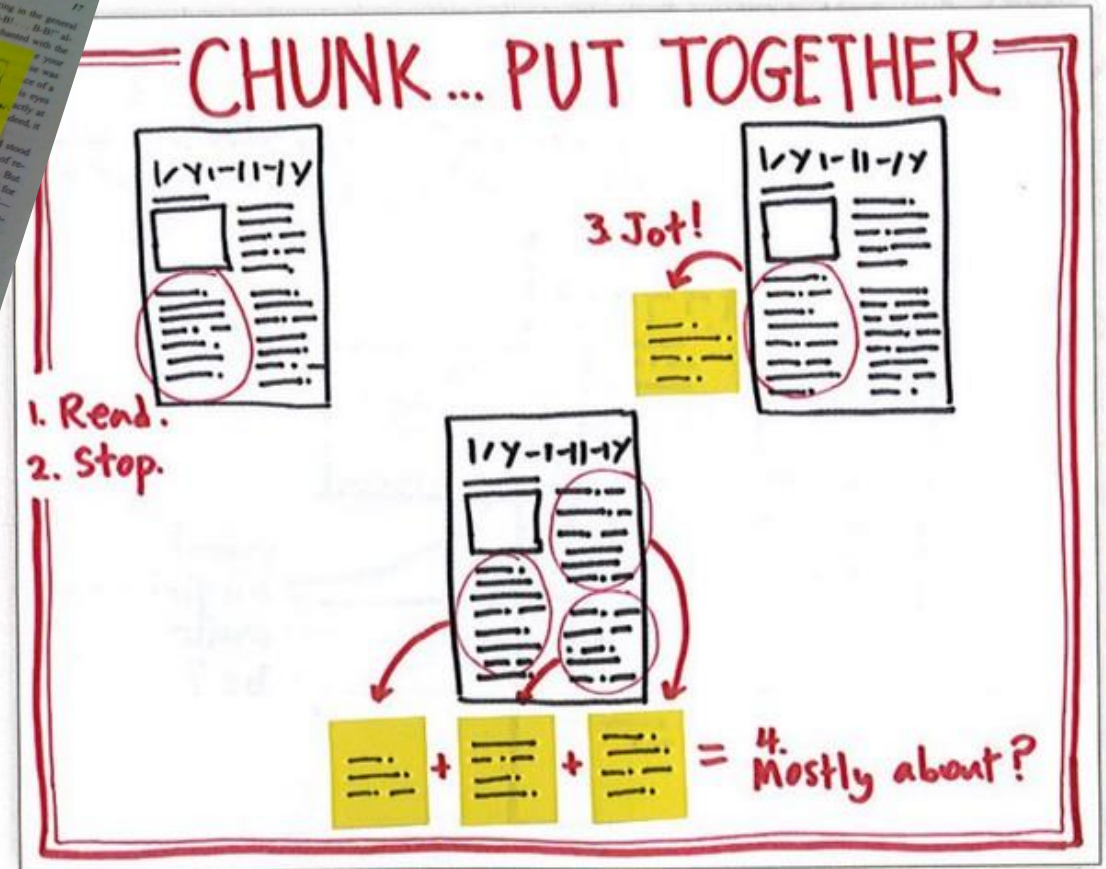


# Talk back to the text



And this is the problem: the ability to read is so effortless we tend to think of it as somehow natural. It's easy to see how this happens. After all, the ability to learn spoken language is innate. We receive no formal instruction; we just pick up speech from our environments. Reading though is different. No one, no matter their ability, just learns to read. You have to be taught.

"Successful reading comprehension makes use of pattern linking strategies. These include activating prior knowledge, making predictions, and recognising personal relevance to interests, past positive experiences, or goals."



# Ways to encourage a reader

Discuss what your child is reading with them.

Read the book with them - this can work well if you include a competitive edge.

Make reading valuable and visible.





# Ways to encourage a reader

Offer suggestions

Don't mind

Introduce

Keep going. It takes 10 weeks  
to form a meaningful habit  
and three weeks to break one.

for and of you.



# So, what works?

Evidence suggests...

- Access to resources and having books of their own
- Access to choice
- Literacy targeted rewards
- Students more likely to continue to be readers in homes where books and reading are valued



# The road works

- The solution seems simple, so what is preventing everyone from being avid readers?
- Sometimes it can feel overwhelming to know where to start and what books to recommend. We have a reading list of ideas, with different genres and different themes. It can take time to find out what you enjoy to read, and for learners to go out of their comfort zone to try new things.



# Next Steps

Please look out for posts of our Reading Superstars on the school Sway!

Complete this quick survey of reading if you would like a copy of this PowerPoint!

We would really like to hear from you, and if there are any barriers to your child's reading that we have not addressed or provided guidance on.

## English Curriculum Evening 2025



# S3 English at Craigmount

Students moved out of their registrations classes and into mixed ability groupings.

Work begins towards preparing for National Qualification.

As well as Reading/Writing/Speaking outcomes.

All students in S3 have the opportunity to:  
Complete a timed critical essay.  
Complete a piece of work equivalent to a N4 AVU.  
Complete a Scottish Language N3/4 qualification.



**Student Reading Recommendations:**

**Fantasy/Sci-fi/Dystopian:**

Northern Lights, *Philip Pullman*

Skullduggery Pleasant, *Derek Landy*

The Hunger Games, *Suzanne Collins*

Noughts and Crosses, *Malorie Blackman*

Lion Hearted Girl, *Yaba Badoe*

**Adventure:**

Alex Rider series, *Anthony Horowitz*

CHERUB, *Robert Muchamore*

A Good Girls Guide to Murder, *Holly Jackson*

Rugby Flyer, *Gerard Siggins*

**Contemporary:**

A Monster Calls, *Patrick Ness*

THUG, *Angie Thomas*

The Outsiders, *S.E. Hilton*

**Graphic Novel:**

Heartstopper series, *Alice Oseman*

Paper Girls, *Brian K Vaughan*

The Complete MAUS, *Art Spiegelman*

I am Alfonso Jones, *Alfonso Jones*

**Challenge yourself:**

The Book Thief, *Markus Zusak*

Brave New World, *Aldous Huxley*

Frankenstein, *Mary Shelley*

The Curious Incident of the Dog in the Nighttime, *Mark Haddon*

