

In keeping with the Curriculum for Excellence Guidelines, we aim to offer all our S1, S2 and S3 pupils a full English programme which will develop in them

 *Dalkeith High School English Department*

*S1-S3 Curriculum for Excellence Programme of Work*

* confidence, competence, enjoyment and challenge in the use of language for a variety of purposes
* appreciation, through literature, of aesthetic, emotional, social and moral issues.

We aim, therefore, to consolidate and build upon skills acquired by pupils at primary school

* to develop pupils’ skills in close reading and in writing for a variety of purposes
* to encourage an interest in personal reading
* to foster development of talking and listening skills
* to develop pupils’ skills in responding imaginatively and critically to literature.

These aims apply to programmes of work for all years, and our S2 programme builds on that of S1, our S3 on that of S2.

**Pupils are given experience in English through four key areas.**

**Reading:** Pupils read a variety of fiction and non-fiction texts for different purposes including:

* to identify and understand main points and subsidiary ideas
* to reflect on the writer’s ideas and craft
* to be aware of similarities and differences in texts of different genres
* to retrieve information
* to understand purpose and audience
* pleasure!

Assessment opportunities come through our learners gaining experience of:

Close reading Reading aloud

The study of literature Critical evaluation skills

Textual analysis Personal reading

**Writing** is taught by direct interactive teaching and based on the following:

* frequent writing covering the broad categories of personal, imaginative, transactional, writing about texts, writing to demonstrate understanding of the writer’s craft
* discussion of models of different types of writing
* modelling by the teacher
* direct teaching of grammar and punctuation.

Pupils are taught the processes of writing, including:

* thinking and planning
* using and adapting the plan in drafting
* evaluating and conferencing to make effective changes
* preparing to ‘publish’ – proof reading and editing.

**Talking** tasks arise from whole-class and group discussion about texts, issues and the media. The skills of group discussion are taught and practised. Individual talks and presentations are a required element of all courses.

Tasks set may include:

* to share experiences and to express feelings or opinions
* to convey instructions, information
* to report back from group discussions
* to review.

In addition to that from specific talking assessments evidence of attainment in Talking will be gathered from day to day class work.

**Listening** is addressed partly by specific tasks, within units or free standing, and partly through its role in class/group discussion.

Exercises may focus wholly on one strand, or may contain questions on a range of strands at the appropriate level.

The strands are:

* Listening for information
* Listening in order to respond to texts
* Awareness of genre
* Knowledge about language.

![C:\Users\johnstg3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OSPSZVKJ\_30books[1].jpg]()In addition to that from specific listening assessments evidence of attainment in Listening will be gathered from day to day class work