**S4 – 6 English Learner Journey: National 4**

**Overall aims and purpose of the National 4 Course:**

* To listen, talk, read and write, as appropriate to purpose, audience and context.
* To understand, analyse and evaluate straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media.
* To create and produce straightforward texts, as appropriate to purpose, audience and context.
* To plan and research, integrating and applying language skills as appropriate to purpose, audience and context.
* To apply knowledge of straightforward language.

**Assessment of the National 4 Course:**

* Candidates will complete four units, each of which are internally assessed by the class teacher and moderated by another teacher.
* National 4 Literacy Unit outcomes are overtaken in a naturally occurring way, and the teacher is responsible for combining assessments to ensure candidates’ Reading, Writing, Talking and Listening skills are developed and the unit achieved.

**Cathkin Passport of Skills Covered:**

* Communication
* Responsibility for Self-Development
* Managing, Planning & Organising
* Working with Others

**National 4: Analysis & Evaluation Unit**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Analysis & Evaluation Unit:**  To understand, analyse and evaluate straightforward written and spoken texts. | **Unit Outcome 1: Written Text**  1.2: Identify the main idea and supporting details.  1.3: Apply knowledge of language to explain meaning and effect.  **Unit Outcome 2: Spoken Language**  2.2: Identify the main idea and  supporting details.  2.3: Apply knowledge of language to explain meaning and effect.  Complete a range of passages and questions that challenge their understanding throughout the year.  Understand, analyse and evaluate a range of straightforward texts in detail (poems, short stories, novels, films, non-fiction texts, plays, etc.).  Be able to comment on the effectiveness of a range of language techniques and explain their reactions in some detail. | No planned written homework activities: these will emerge naturally from tasks in class throughout the course of the year, depending on the range of texts and tasks selected for the class by the teacher. | **Written Text:** read over passages with your child.  Check answers if possible.  Ensure that your child is accurately answering the question if possible.  For challenging vocabulary, encourage the use of a dictionary or online websites to find out the definition. Ensure the meaning makes sense in the context.  Engage in Reciprocal Reading strategies to support your child (see school website for more information).  **Spoken Language**: engaging your child in discussion about a news story, a song’s lyrics, a podcast, a scene in a film, etc. is invaluable to their listening skills. It enables them to develop their ability to follow a storyline or plot, and enhance their understanding of a text. | Learners will undertake a formal SQA assessment of a passage for Outcome 1 and an aural text for Outcome 2 and a set of accompanying questions which will test their understanding.  This is then formally marked by the teacher and is on a Pass / Resit / Fail basis.  Learners will also write longer critical essays which show their understanding of a text, and is also an indicator of their writing ability.  A mix of self, peer and teacher assessment and feedback is given, then recorded by learners in their Profiles to learn from in the future. |

**National 4: Creation & Production Unit**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Creation & Production Unit:**  To create and produce straightforward written texts, and participate in spoken activities. | **Unit Outcome 1: Written Text**  1.1: Select ideas and content, using a format and structure appropriate to purpose and audience.    1.2: Apply knowledge of language in terms of language choice and technical accuracy.  **Unit Outcome 2: Spoken Activity**  2.1 Select ideas and content, using a format and structure appropriate to purpose and audience.  2.2 Apply knowledge of language in terms of language choice.  2.4 Use aspects of non-verbal communication. | No planned written homework activities: these will emerge naturally from tasks in class throughout the course of the year, depending on the range of texts and tasks selected for the class by the teacher. | Support your child by reading their written work over carefully, or encourage them to read their own written work over closely.    Check for technical basics: full stops, capital letters and correct paragraphing (see school website for helpful strategies to use).  Engage your child in discussion about real-life topics, news stories and texts / issues.  When pupils are preparing to deliver a Solo Talk, listen to your child deliver their talk.  Using the success criteria, give them some ideas on how to best improve their talk, e.g. “Your introduction was great – really clear. Your eye contact needs to improve – go and practise that”.  If talk / prompt cards are being used, encourage your child not to rely on them – they should show awareness of their audience. | Learners will undertake a formal SQA assessment of a largely independently written piece of writing for Outcome 1 (personal, creative, discursive or informative are acceptable) of a minimum of 300 words. Pupils may use a dictionary if required. This is then formally marked by the teacher and is on a Pass / Resit / Fail basis.  Learners will present their talk to either a group or their class (including teacher). A mix of self and peer feedback is given to each learner, and each talk is formally by the teacher.  Quality feedback is given on all writing and spoken pieces throughout the year, then strengths and areas for development are recorded by learners in their Profiles to learn from in the future. |

**National 4: Assignment (Added Value Unit)**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Assignment (Added Value):**  **to apply language skills to investigate a chosen topic**  To plan, research (if appropriate) and write an Assignment comparing two texts. | * 1. Understand and evaluate straightforward texts.   2. Select relevant information from the texts.   3. Present findings on the topic.   4. Respond to oral questions relevant to the topic. | Homework is more flexible in this course.  Learners will be asked to do research, ask questions, consider key points discussed from a text, make decisions about tasks, etc. in an ongoing way. The teacher may send aspects of the Assignment home to consider but, as this is an assessment, it will take place in the classroom under teacher supervision. | Read over passages / texts with your child.  Check answers if possible.  For challenging vocabulary, encourage the use of a dictionary or online websites to find out the definition. Ensure the meaning makes sense in the context (the surrounding words and sentences).  You can check your child’s understanding of a text by engaging in Reciprocal Reading strategies to support them (see school website for more information). | Learners will undertake a formal SQA assessment of a largely independently written piece of writing for the Assignment of a minimum of 600 words. Learners may use a dictionary if required. This is then formally marked by the teacher and is on a Pass / Resit / Fail basis. |