**S4 – 6 English Learner Journey: National 5**

**Overall aims and purpose of the National 5 Course:**

* To read, write talk and listen, as appropriate to purpose, audience and content.
* To understand, analyse and evaluate detailed texts, including Scottish texts, in the contexts of literature, language and / or the media.
* Create and produce detailed texts, as appropriate to purpose, audience and content, through the application of their knowledge and understanding of language.

**Assessment of the National 5 Course:**

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| **Component** | **Marks** | **Assessment Conditions** | **Duration** |
| 1: Reading for Understanding, Analysis & Evaluation (RUAE) | 30 | External examination | 1 hour |
| 2. Critical Reading (Scottish Set Text & Critical Essay) | 40 (20/20) | External examination | 1 hour 30 minutes |
| 3. Folio of Writing | 30 | External examination | Throughout year |
| 4. Performance: Spoken Language | Achieved / Not Achieved | Internal examination | Completed before end of January |

**Cathkin Passport of Skills Covered:**

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

**National 5: Reading for Understanding, Analysis and Evaluation (RUAE) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| To develop Reading for Understanding, Analysis and Evaluation skills and achieve successfully in final external English examination. | Read, understand and respond to one unseen detailed passage of non-fiction writing.  Understand the writer’s ideas by re-casting ideas from the passage in candidates’ own words.  Understand detailed vocabulary in context.  Analyse language (word choice, imagery, sentence structure, punctuation and structure of passage).  Evaluate the writer’s techniques or the overall impact of the passage.  Infer meaning (work out what the writer is *really* trying to say).  Summarise the writer’s ideas through identifying and isolating key points / main ideas. | Learners have a RUAE homework booklet that they will work throughout the course of the year and at the discretion of the teacher / learning pace of the class. | Read over passage 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).  Encourage your child to use their “RUAE: How to Crack It!” Support Booklet and other class notes to study with in their preparation and practice at home.  Factor in a timed element to practise this skill. | Internal practices will take place throughout the year to prepare learners for the final external exam. These will be more supported at the beginning of the year, and will progress to the assessment conditions of the exam as the learners’ skills develop.  These practices will take place at the teachers’ discretion.  Prelim in December.  Teacher commentaries and feedback are recorded by the learner in their Profiles to learn from in the next draft and track their progress.  The final assessment will be in the external examination in May. |

**National 5: Critical Reading (Scottish Set Text and Critical Essay) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Overarching Learning Intention:**  **To develop Critical Reading skills.**  Section 1: to enhance skills in Textual Analysis, and achieve successfully in final external English examination.  Section 2: to enhance skills in Critical Essay writing Reading for Understanding, and achieve successfully in final external English examination. | Read, understand and respond to one text / extract from a specified and previously-studied Scottish writer, and make comparisons between texts or within a longer text by the same Scottish writer.  Summarise key ideas through using own words.  Analyse language techniques (word choice, imagery, sentence structure, punctuation and structure of passage).  Analyse how a writer creates a particular effect / mood / atmosphere.  Infer meaning from what is being implied by the writer.  Evaluate the overall impact of the text / techniques.  Read, understand and respond to other literature, media or language studied as part of the course, and analyse the writer’s use of language convincingly in critical essay format. This essay should be written as technically accurate as possible. | Learners will begin, complete or fully write critical essays or textual analysis tasks throughout the course of the year and at the discretion of the teacher / learning pace of the class. | Encourage your child to study their Scottish text(s) regularly – learning about key incidents / lines from them. This will enable them to make connections across the text(s) more confidently.  Encourage your child to use their “Critical Essay: How to Crack It!” Support Booklet and other class notes in their preparation and practice at home.  Factor in a timed element to practise these skills. | Internal practices will take place throughout the year to prepare learners for the final external exam. These will be more supported at the beginning of the year, and will progress to the assessment conditions of the exam as the learners’ skills develop.  These practices will take place at the teacher’s discretion.  Prelim in December.  Teacher commentaries and feedback are recorded by the learners in their Profiles to learn from in the next draft and track their progress.  The final assessment will be in the external examination in May. |

**National 5: Folio of Writing Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| **To write, with satisfactory technical accuracy, in two forms: broadly creative (personal reflective or imaginative) and broadly discursive (persuasive or argumentative)** | **Broadly Creative:**  Display good levels of creativity.  Explore / express feelings / reactions / experiences with a good degree of self-awareness / insight / sensitivity.  If a specific genre / style of writing has been chosen, deploy the features effectively.  **Broadly Discursive**:  Display consistent attention to purpose throughout.  Illustrate careful research in a sensible order which highlights key points / arguments.  Deploy ideas to inform / argue / discuss / persuade in a deep, insightful, and persuasive way.  **Both:** Vary their use of language techniques to create particular effects.  Enhance the purpose through impressive structure. | Techniques and stylistic elements will be taught in class, but learners should be working on constantly improving these pieces in an ongoing way throughout the course of the session on their own.  Assessment Calendars will be made available soon. | Discuss initial thoughts / ideas for possible topics with your child.  Check planning of writing is taking place so that the essay has the required fluency and makes sense.  Ensure all deadlines are met throughout the course of the year.  Ensure your child is engaging with the feedback given by their teacher and act upon it to ensure their pieces are the best they can be.  Read over essays to check to support, if possible, with technical accuracy and fluency. | The teacher will give detailed feedback on a first draft (either broken up or on one complete draft per piece) on how to improve it, a second round of feedback of key pointers followed by final verbal feedback before collation and submission of both pieces.  Draft feedback is recorded by the learners in their Profiles to learn from in the next draft and track their progress.  These are then sent to the SQA in March to be distributed to markers for final assessment. |

**National 5: Folio of Performance (Spoken Language) Component**

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| **Learning Intention** | **Success Criteria**  **(Learners will be able to…)** | **Planned Homework Activities** | **Ways to Support Learning at Home** | **Assessment** |
| To participate in spoken language activities, both as part of a group presentation / discussion. | Employ detailed and relevant ideas and / or information using a structure appropriate to purpose and audience.  Communicate meaning effectively through the selection and use of detailed spoken language.  Use aspects of non-verbal communication.  Demonstrate listening skills by responding to spoken language. | Pupils may be invited by class teachers to undertake some planning / preparation / practice of delivery of their discussions at home. This is at the discretion of the class teacher if / when this takes place. | 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.  Encourage your child to ask questions and answer around an aural text or a discussion to show their engagement with the topic and their listening skills. | This component is internally assessed by the teacher and the result verified.  The results of this will be on an Achieved / Not Achieved basis.  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.  Learners will also undertake a Reflective Activity, prompting them to identify how this task will enable them to become more confident in group presentations / discussions in the future, therefore enhancing their employability skills. |