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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 analytical skills when listening to a text. | **Analytical Listening:**  Give an accurate account of the main ideas of spoken texts.  Give a critical and / or personal response to spoken texts with appropriate reason(s), and explain how well it meets expectations.  Identify features of spoken language and gives an appropriate explanation of the effect they have on the listener, e.g. body language, gesture, pace, tone, emphasis and/or rhetorical devices. Identify purpose and audience of spoken texts with appropriate reason.  Identify similarities and differences between texts, for example, content, style and/or language. | There are no planned homework activities for analytical listening, although learners are always encouraged to listen carefully to TV and radio programmes, films, podcasts or any other aural form of text and discuss their understanding. | 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’ analytical listening skills are developed through longer media texts or standalone short aural texts – they will be asked a series of questions on a clip / text / important scene.  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. |

**S1 – 3 English Learner Journey: Talking & Listening Skills (Analytical Listening)**

**Cathkin Passport of Skills Covered: Communication (Aural and Verbal)**

**S1-3 English Learner Journey: Talking & Listening Skills (Group Discussion)**

**Cathkin Passport of Skills Covered: Communication (Verbal) and Working with Others**

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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 the ability to engage meaningfully in a group discussion. | **Group Discussion:**  Give an accurate account of the main ideas of spoken texts.  Give a critical and / or personal response to spoken texts with appropriate reason(s), and explain how well it meets expectations.  Identify features of spoken language and gives an appropriate explanation of the effect they have on the listener, e.g. body language, gesture, pace, tone, emphasis and/or rhetorical devices. Identify purpose and audience of spoken texts with appropriate reason.  Identify similarities and differences between texts, for example, content, style and/or language. | There are no planned homework activities for group discussion, although learners are always encouraged in engage in as much discussion at home as possible. | Engaging your child in discussion about a book, a news story, a song’s lyrics, a topical issue, a photograph on a website, etc. is invaluable to their discussion skills. It enables them to develop their ability to justify their opinions, and make critical judgements. | Group discussion is assessed by the teacher using the success criteria checklists.  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. |

**S1 – 3 English Learner Journey: Talking & Listening Skills (Solo Talk)**

**Cathkin Passport of Skills Covered: Managing, Planning & Organising, Responsibility for Self-Development and Communication (verbal)**

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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 and enhance solo talk / presentation skills. | **Solo Talk:**   * Use own words to make and organise notes, selecting key information. * Use notes to create new texts that show understanding of the issue/subject. * Communicate in a clear expressive way. * Present ideas, information or points of view including appropriate detail or evidence. * Organise thinking and structures talks to present ideas in a coherent way. * Introduce and conclude talks with some attempt to engage the audience. * Use signposts throughout talks to provide a basic structure or argument, e.g. topic sentences and/or linking phrases. * Use appropriate tone and vocabulary for purpose and audience. * Apply verbal and non-verbal communication skills appropriately to enhance communication and engagement with audience, e.g. eye contact, body language, volume, gesture, pace and rhetorical devices. * Use appropriate resources to enhance communication and engagement with audience. | When learners are preparing a Solo Talk (either research and planning or practising their delivery), they are encouraged to go over their notes or deliver at home in front of a small group of family / friends.  This can happen at any point during the course of the year – it is at the teacher’s professional discretion when they plan to overtake these skills / tasks. | When learners 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 present their talk to either a group or their class (including teacher).  Using the success criteria, a mix of both informal and formal peer and teacher feedback will be given to the learner to know what their strengths are and how to improve their skills. This is then recorded by learners in their Profiles to learn from in the future. |

**S1 – 3 English Learner Journey: Reading (Personal Reading)**

**Cathkin Passport of Skills Covered: Responsibility for Self-Development**

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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 and extend Personal Reading skills. | Independently select a variety of fiction and non-fiction books to enjoy in school and at home, and of increasing complexity as they move through the Broad General Education (BGE) in S1 – 3.  Set short and long term targets to challenge their reading skills and habits.  Exercise their opinions on why they like / dislike a text.  Develop positive and consistent reading habits to prepare them for the challenges of ‘Reading for Understanding, Analysis and Evaluation’ component of the National 5 and Higher English examinations. | The setting of nightly / weekly personal reading targets to strive to achieve.  In doing this, learners will set an appropriate pace at which to read, and challenge it when they feel ready to.  It also helps to establish positive and regular reading habits to get into at home every evening.  Learners have autonomous control over the books / genres they choose, the number of pages / chapters / books read and if they need to make improvements to their reading habits in order to enhance their reading skills. | Create a positive ethos for reading at home.  Model reading as much as possible at home.  Encourage your child to use their local library or the school library regularly.  Engage your child in discussion about their current book, films they have seen, news stories online, etc. to get them talking about literature.  Read a range of texts: it does not always have to be the traditional novel: blogs, online news articles, Tweets, posts, magazines, etc. | Every learner has a Personal Reading Programme (PRP) booklet – a range of formative assessment activities to keep learners engaged in their reading, including target sheets, reading webs, books logs, language activities, book review tasks, and much more!  Ongoing conversations with teacher about reading choices and target setting are had regularly, and the PRP (if managed effectively by the learner) provides the teacher with progress information. |

**S1 – 3 English Learner Journey: Reading (Reading for Understanding, Analysis & Evaluation)**

**Cathkin Passport of Skills Covered: Communication (Verbal and Written)**

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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 & Evaluation (RUAE) Skills | * Answer a variety of different types of questions. * Apply knowledge of context clues, grammar, punctuation and sentence structure to read a range of texts with understanding. * Apply a range of strategies to engage with and explore texts, e.g. skimming, scanning, predicting, clarifying and analysing. * Show understanding of a text by using their own words and summarising, where appropriate. * Identify language techniques, e.g. word choice, sentence structure, punctuation, grammar and/or imagery and comment on their effect. * Understand some challenging vocabulary (and use strategies to find out meaning if they don’t). * Depending on the type of text, identify and make appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of supporting evidence. * Can comment personally on the structure, characters and setting using quotations or by referring to the text (in critical essays). * Show understanding of the writer’s theme and can link it to own or others’ experiences (in critical essays). * Identify and make personal comments about aspects of the writer’s style, use of language and other features appropriate to genre with supporting evidence. | RUAE homework throughout the year – reading a passage and answering a variety of questions on it. The difficulty level increases from S1 to S3, and more non-fiction passages will be explored in S3 in preparation for the journalistic articles of National 5 and Higher RUAE.  Vocabulary and language activities are woven throughout the year.  Learners will be supplied with one homework jotter and one copy of the RUAE booklet. | Read over passage with learner.  Check answers if possible.  Ensure that the learner 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 learner (see school website for more information). | A mix of self, peer and teacher marking will take place to go over answers to questions in class.  Specific feedback will be given to the learner to know what their strengths are and how to improve their skills. This is then recorded by learners in their Profiles to learn from in the future. |

**S1 – 3 English Learner Journey: Writing**

**Cathkin Passport of Skills Covered: Communication (Written) and Managing, Planning & Organising**

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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 and Core Success Criteria for all Types of Writing:** | | | | |
| To learn how to write for a variety of different purposes and in a variety of styles. | Write as technically accurately (spelling, punctuation, grammar, paragraphing and capital letter use) as possible.  Fulfil the criteria for the various different types of writing.  Aim for a particular length, as appropriate to task.  Structure their writing well, according to the specific task.  Write in a fluent and legible way.  Ensure layout and presentation are appropriate to task (newspaper article, letter, diary entry, drama script, formal personal / functional / critical essay, etc.) and of a good quality.  Carefully edits their writing to ensure it makes sense and fulfils the criteria for the task. | There are no planned writing activities, however learners may be asked to finish pieces of writing at home, to improve writing pieces or word process them (if appropriate). Occasionally, a full writing piece (personal, imaginative, informative, etc.) may be given as a homework task, but this is at the discretion of the teacher when / if this the most appropriate task for a class / learner. | Support your child by reading their work over carefully, or encourage them to read their own work over closely.    Check for technical basics: full stops, capital letters and correct paragraphing (see school website for helpful strategies to use). | Writing pieces are assessed using a mix of self, peer and teacher feedback in an ongoing, formative way.  Final detailed comments are given to the learner (once the piece is completed) in the form of “Two Stars and a Wish”, either verbally or written.    These are then recorded by the learner in their Profiles to learn from in the future. |