

English at JGHS



Curriculum
Leaders

Fiorenza
Kirkwood (S4-S6)

Susie Sawers
(S1-S3)

English Staff

Teachers:

- Rachael Aulich
- Ailsa Bridgeford
- Chris Cham
- Emily Connell
- Laurie Crawford
- Julie Fairhurst (Monday & Tuesday)
- Anna Parkes
- Marcus Roskilly (Monday – Thursday)
- Kirsten Smith
- Emma Sturm
- Craig Watt (Monday – Thursday)
- Lisa Wood (Wednesday, Thursday & Friday)





English: Learner Journey

Level	Reading		Writing		Talking and Listening	
	RUAЕ	Critical Reading	Broadly Discursive	Broadly Creative	Present	Discuss
2	Read 300 words of a simple text. Show your understanding by responding to questions.	Respond to texts you have read to show understanding and give a personal response.	Create a leaflet, letter or poster expressing a point of view. Meaning should be clear.	Write 200-300 words which convey meaning clearly. You will show some focus on character, genre and narrative perspective.	Talk to a small group to answer questions on a prepared topic.	Share ideas with a small group and respond to questions. You will listen to what others say.
3	Read around 500 words of a straightforward text. Show your understanding and a knowledge of language by responding to questions.	With support, write a critical response to a text you have studied which includes reference to the text and identifies aspects of a writer's use of language.	Write an essay which conveys a point of view. The essay will be around 300-500 words and will communicate meaning clearly at first reading.	Write 300-500 words which communicate clearly and include an attempt to engage the reader. Your writing will show focus on setting, plot and paragraph structure.	Present ideas in a presentation with a logical structure, having considered how to engage your audience.	Contribute ideas in a discussion and respond to the contributions of others.
4	Read around 500-750 words of a straightforward text. Show your understanding and analyse basic features of language by responding to questions.	In controlled conditions, write a critical essay on a text you have studied in response to a question you have seen and discussed.	Write an essay on a topic you have independently researched. Your essay has a line of argument and is between 500-750 words .	Write 500 – 700 words of detailed text which focuses on building atmosphere, mood, dialogue, action and relationships.	Interest and engage your audience with a structured, coherent presentation. You will respond to questions asked.	Participate fully in discussion, providing evidence for arguments. You will enhance the discussion in the way you respond to what other people say. You will ask questions and summarise key points.
5 (National 5)	Read around 1000 words of a detailed non-fiction text. SQA N5 RUAE paper, 30 marks. Answer a series of questions which test your ability to put key ideas into own words , to analyse features of language and evaluate effectiveness of the passage.	In exam conditions, write a critical essay on a text you have studied in response to a choice of unseen questions. Answer a series of textual analysis questions on a studied Scottish text.	Independently research and write an essay for your N5 portfolio of writing of up to 1000 words . Your essay will have a clear line of argument, spelling, grammar and punctuation will be correct, and you will use language to create particular effects.	Independently write an essay for your N5 portfolio of writing of up to 1000 words . You will use linguistic features of your chosen genre and introduce thematic concerns.	Interest and engage your audience with an effectively structured, clear and accurate presentation. You will use detailed language, non-verbal communication and be able to respond to questions.	You will contribute a range of detailed and relevant ideas/opinions which take account of the contributions of others.
6 (Higher)	Read two thematically linked, complex non-fiction passages. SQA Higher RUAE paper, 30 marks. Answer a series of questions to show understanding, to analyse features of language, evaluate effectiveness of the passage and compare the two passages.	In exam conditions, write a critical essay on a complex text you have studied, in response to a choice of unseen questions. Answer a series of textual analysis questions on a studied Scottish text.	Independently research and write an essay for your Higher portfolio of writing of up to 1300 words . Your expression will be varied and confident, you will use linguistic features skilfully to create particular effects and you will have a strong and sustained line of thought.	Independently write an essay for your Higher portfolio of writing of up to 1300 words . You will use linguistic features of your chosen genre skilfully to create impact and introduce and develop thematic concerns.	You will prepare and present a detailed and complex talk. It will be structured in a clear and relevant way, and you must answer questions from the audience.	Skilfully share your ideas/opinions and give reasons for these. You can build on the contributions of others and ask relevant questions to encourage further discussion. You listen to the contributions of others and respond respectfully.
7 (Advanced Higher)	Textual Analysis Complete a textual analysis on an unseen piece of text in a genre of your choice (fiction, non-fiction, drama or poetry). This is a detailed critical response which explores the writer's use of genre specific techniques with relation to thematic concerns.	Critical Essay In timed conditions, plan and write a critical essay comparing two complex texts, responding to an unseen question.	Dissertation You will independently select complex literary texts to research and critically analyse, using secondary sources where appropriate. Your dissertation will be between 2500-3500 words.	Portfolio Writing You will produce one piece of writing from a genre of your choice. Your writing will be skilful, engaging and show a high degree of originality.	Talking and listening is no longer formally assessed at this level, but Advanced Higher pupils would be expected to take part in a range of complex group discussion and group presentation tasks in order to prepare them for Further and Higher Education.	



BGE (S1-S3)

Reading

- Multiple texts are studied: poetry, drama, novels media texts and non-fiction. At least one critical essay produced per year.
- Reading for Understanding, Analysis and Evaluation

Writing

- Over the 3 years, multiple writing styles are covered: personal, poetry, imaginative, drama, persuasive and feature articles.

Listening and Talking

- Over the 3 years, pupils will participate in structured group discussion, solo talks and build analytical listening skills.

Homework

- Personal reading



S1 LONG TERM CURRICULUM MAP 2023-24					
Topic	Aug-Oct	Oct-Dec	Jan-March	April-May	June
	<p>Transition</p> <ul style="list-style-type: none"> Continuing Creative Writing piece from Primary <p>Identity Unit: Poetry Mindmap Personal Writing</p>	<p>Long Text – Play/Novel</p> <ul style="list-style-type: none"> Coraline Pet 2 Weeks with the Queen A Monster Calls The Giver Where the World Ends <p>Graphic Novel</p>	<p>Feature Article</p> <ul style="list-style-type: none"> Arthur Roberts Pupil Choice <p>RUAE</p> <ul style="list-style-type: none"> Comprehension and reading skills Standardised assessment 	<p>Text –</p> <ul style="list-style-type: none"> Poetry Short Stories Novel Play 	<p>Choice – Media Project</p>
Assessment	<p>1. Creative Writing Focus:</p> <ul style="list-style-type: none"> Use key features of genre Convincing characters Clear sense of setting with descriptive detail Structure and Tension Check accuracy <p><u>BENCHMARKS</u> ENG SKILLS - 31</p>	<p>1. Critical Essay Focus:</p> <ul style="list-style-type: none"> Show understanding of theme Use supporting evidence Analyse literary techniques Evaluate effect of texts Check accuracy <p><u>BENCHMARKS</u> ENG SKILLS - 19 LIT SKILLS – 11,21a & 22a</p>	<p>1. Writing Informative Focus:</p> <ul style="list-style-type: none"> Purpose & audience Use supporting evidence Use research skills Check accuracy <p><u>BENCHMARKS</u> ENG SKILLS - 27 LIT SKILLS 25, 26 & 29</p> <p>Reading RUAE Focus:</p> <ul style="list-style-type: none"> Reading with Understanding Use own words Identify features of language and comment on effect Purpose/Audience <p><u>BENCHMARKS</u> ENG SKILLS 12 LIT SKILLS 16,17 &18</p>	<p>1. Critical Essay Focus:</p> <ul style="list-style-type: none"> Show understanding of theme Use supporting evidence Analyse literary techniques Evaluate effect of texts Check accuracy <p><u>BENCHMARKS</u> ENG SKILLS - 19 LIT SKILLS – 11,21a & 22a</p>	<p>6. Solo Talk Focus:</p> <ul style="list-style-type: none"> Spoken & non-spoken skills Choose good resources Structure talk Use evidence <p><u>BENCHMARKS</u> ENG SKILLS 2 & 3 LIT SKILLS 9 & 10</p>
	S1 Parent Evening		S1 Reports	S1 Parent Evening	

Senior Phase (S4-S6)

National 4

National 5

Higher

Advanced Higher

Results Snapshot



National 4:

- Relatively few pupils are presented for National 4. We have a close collaboration with SfL to ensure highest possible number of pupils achieve at least a N4.

National 5:

- Presented 237 pupils in 2023.
- 99% pass rate for S4 pupils, 97% pass rate overall.
- Of these passes, 51% were a grade 'A' and 24% a grade 'B'.

Higher

- Presented 178 pupils in 2023.
- 93% pass rate which was in line with our comparator schools
- Of these passes, 48% achieved an 'A' and 23% achieve a 'B'

Advanced Higher

- Presented 33 pupils in 2023
- 32 pupils passed. Of those, 11 achieved an 'A', 12 achieved a 'B' and 7 achieved a 'C'

Improvement Plan

Results

- Focus on RUAE across BGE and throughout Senior Phase to improve N5/H outcomes
- Greater focus on teaching vocabulary across BGE and Senior Phase
- **Targeted support:** Monday lunchtime group for those not completing homework
- **Monthly Cause for Concern:** allows more frequent communication with home
- Pupils are encouraged to approach their teacher with any questions or difficulties.
- Supported Study for senior pupils in advance of final exams.

Alternative Courses

ESOL

- This is a new course being offered for pupils who are speakers of other languages.
- If a pupil is not a native English speaker, has completed some of their schooling in another country, or if they receive English as an Additional Language support, then this would be an appropriate course.
- National 5/Higher ESOL is the equivalent of National 5/Higher English.

Journalism

- A pass in Journalism NPA: Level 6 is the equivalent of a Higher Pass (21 UCAS points).
- This course develops a high range of skills: multiple styles of writing, interviewing, photography, website design etc.

Communications

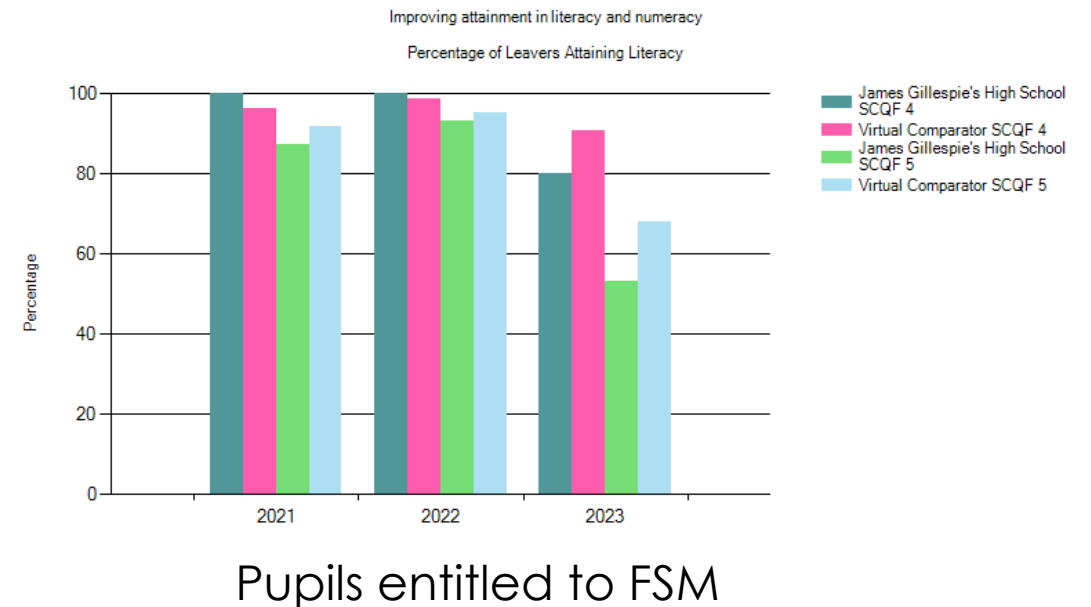
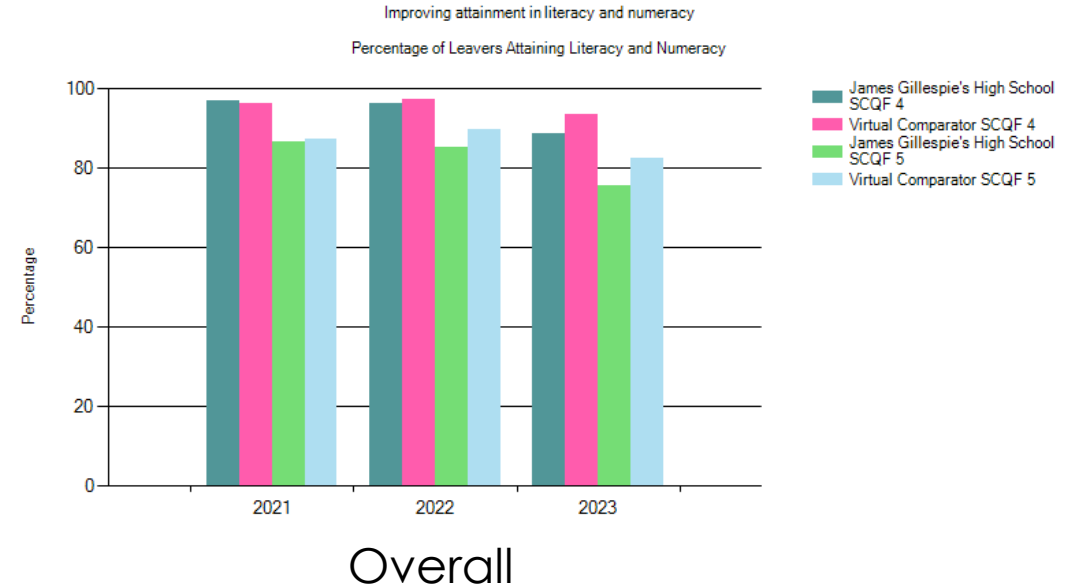
- Level 6 alternative to Higher English. Alternative to a 1 year Higher to allow those who need the 2 years to build extra skills, while still gaining a qualification.



Improvement Plan

Literacy Levels

- **Targeted intervention:** Pupils invited to support group on Wednesday after school
- **Collaboration with SfL:** Set up a joint OneNote in order to share resources for the N4 course and to better monitor and track progress
- **Creation of S1/2 supported materials:** Literacy recovery materials created in collaboration with ASN services and our transition teacher. Resources bought in to support pupils in closing the gap in literacy levels.
- **Monthly Cause for Concern:** Enhanced tracking and monitoring of pupils in order to identify causes for concern and to introduce interventions at an earlier stage.



Improvement Plan

Enrichment

- Many lunchtime clubs and extra-curricular opportunities.
- Pupils are entered in to local & national competitions.
- Author visits



*Any
Questions?*

