

English Department

Key Stage 3

Introduction:

English from Forms 1 to 3 prepares students to go on to the IGCSE English as a First Language and Literature, IGCSE Second Language Extended and Literature and Second Language Core externally examined courses in Forms 4 and 5. The Form 1 – 3 curriculum is based on the British National Curriculum which we have adapted to suit the needs of our learners, be they beginners, second language learners or native speakers. Please find below the key concepts and processes underpinning every student's course, an explanation of the four different courses, and the level descriptors we use to decide which course is suitable for the individual student.

Key Concepts:

Competence:

- Being clear, coherent and accurate in spoken and written communication
- Reading and understanding a range of texts, and responding appropriately
- Moving towards a secure understanding of the conventions of written language, including grammar, spelling and punctuation.

Creativity:

- Making fresh connections between and among ideas, experiences, texts and words, drawing on a broadening experience of language and literature
- Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects
- Using imagination to convey themes, ideas and arguments and create settings, moods and characters.

Critical Understanding:

- Engaging with ideas and texts, understanding and responding to them
- Assessing the validity and significance of information and ideas from different sources
- Exploring the ideas of others and developing their own
- Analyzing and evaluating spoken and written language to appreciate how meaning is shaped

Attitude:

- Having positive and disciplined work habits
- Demonstrating intellectual curiosity
- Responding positively and openly to advice and criticism

Key Processes:

Speaking and Listening:

Students are working towards being able to:

- Present information and points of view clearly and appropriately in different contexts, adapting speech for a range of audiences, including the more formal
- Use a range of ways to structure and organize their speech to support their purposes
- Vary vocabulary and structures to convey meaning
- Engage an audience, using a range of techniques including rhetorical devices
- Listen and respond constructively to others
- Make different kinds of relevant contributions to groups
- Understand explicit and implicit meanings.

Reading:

Students are working towards being able to:

- Extract and interpret information and main ideas from texts
- Infer and deduce meanings, recognizing writers' intentions
- Select and compare information from different texts
- Distinguish between fact and opinion
- Recognize and discuss different interpretations of texts
- Understand how the nature and purpose of a text influences the selection of content and its meanings
- Understand how meaning is created through recognizing the writer's craft
- Recognize how features of style such as figurative language, vocabulary choice, form and structure create meaning.

Writing:

Students are working towards being able to:

- Write clearly and coherently, with speed when necessary
- Write imaginatively, creatively and thoughtfully, producing texts that engage the reader
- Adapt style and language appropriately for a range of forms, purposes and audiences
- Maintain consistent points of view where appropriate
- Use varied linguistic and literary techniques to achieve particular effects
- Structure the writing to support the purpose and be able to use clearly demarcated paragraphs
- Use complex sentences to extend, link and develop ideas
- Vary sentence structure for interest, effect and subtleties of meaning
- Use formal and impersonal language and concise, precise expression
- Use persuasive and discursive styles
- Use planning, drafting, editing, proof-reading and self-evaluation to shape and craft their writing
- Summarize and take notes
- Use the conventions of standard English
- Use grammar correctly in a variety of sentence types
- Signal sentence structure by the effective use of the full range of punctuation marks
- Spell correctly, increasing their knowledge of regular patterns of spelling, word families, etc.