

## **PRIMARY YEARS**

Our **PRIMARY PROGRAMME** is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged **5 to 11**.

### **COURSE AIMS**

**Learners are helped to lay the foundations for lifelong learning, including:**

- curiosity about the world around them and enthusiasm for learning,
- knowledge, understanding and skills that can be applied in and across subjects,
- effective and confident communication skills, including in English, and
- understanding of their personal and local context, as well as having global awareness.

### **IN OUR PRIMARY ENGLISH, LEARNERS:**

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

## **LOWER SECONDARY YEARS**

### **COURSE AIMS**

- To develop language skills,
- To develop reading skills,
- To develop communication skills,
- To learn about other cultures;
- To develop critical analysis skills
- To extend analytical writing skills
- To prepare for Upper Secondary (IGCSE)

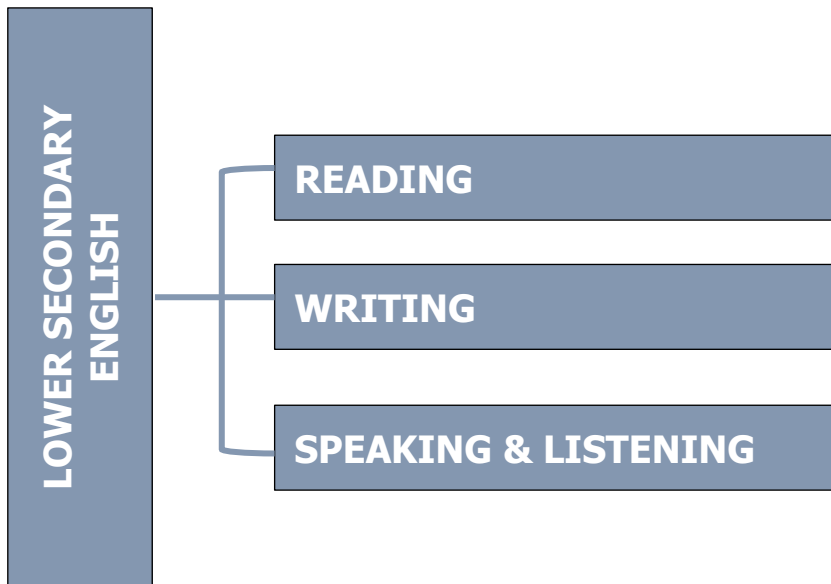
### **TECHNOLOGY INTEGRATION**

In the Lower Secondary, we embrace innovative teaching practices and leverage technology to enhance the learning experience, preparing students for the digital demands of the 21st century.

## FRAMEWORK

The curriculum framework provides a comprehensive set of learning objectives for the Lower Secondary English As A First language. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

The learning objectives are divided into three main areas called 'strands' which run through every lower secondary stage. The strand titles reflect the four Language and Literature skills:



**Grammar is embedded within the Reading and Writing strands.**

### SPEAKING AND LISTENING

#### **MAKING YOURSELF UNDERSTOOD**

Learners develop oral skills in presenting information clearly; they organise and adapt their talk for different purposes and audiences.

#### **SHOWING UNDERSTANDING**

Learners develop skills in listening and responding to others.

#### **GROUP WORK AND DISCUSSION**

Learners develop skills in collaborating and communicating within a group.

#### **PERFORMANCE**

Learners develop confidence and proficiency in reading aloud, performing drama and giving presentations to an audience.

#### **REFLECTION AND EVALUATION**

Learners develop skills in talking about talk, and in evaluating their own and others' performances.

### **YEAR 7 & 8**

The students experience a broad range of texts in every year. Below is guidance for the fiction, poetry, playscripts and non-fiction that are covered across years 7 and 8.

#### **FICTION**

- Fiction, including novels and short stories, from a range of different genres
- Contemporary and classic fiction from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary fiction.

## POETRY

- Different poetic forms, including: o narrative and non-narrative poetry and sonnets from different times and cultures (e.g. Shakespearean and Petrarchan)
- Thematic poetry from different times and cultures, and in a range of forms
- Poetry focusing on how structure and language are used together to support meaning
- A selection of poetry from one poet (comparing poems from their oeuvre, considering their voice and thematic choices).

## PLAYSCRIPTS

- Drama from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary drama.

## NON-FICTION

Texts to persuade, argue, advise, inform, explain, describe, analyse, review, discuss, narrate, entertain.

These should include:

- texts with political language
- texts from different cultures.

## YEAR SIX

### CMABRIDGE PRIMARY CHECKPOINT PROGRAMME

**THE FOLLOWING TEXTS ARE PARTICULARLY RECOMMENDED FOR YEAR 6:**

#### **FICTION:**

**Genres:** science fiction; stories with flashbacks; stories by significant children's authors

**Poetry:** poems with a wide range of different features.

#### **NON-FICTION:**

**Arguments**

**Persuasive texts:** news articles

**Recounts:** biography and autobiography

## YEAR NINE

In Year 9, our English Core programme balances a thorough knowledge and understanding of a subject and helps to develop the skills learners need for their next steps in education or employment.

These skills include the ability to understand written and spoken texts, and selecting relevant information from them. Our approach in **Cambridge IGCSE Core English as a Second Language** encourages learners to be: confident, using a range of everyday language to communicate familiar ideas and information effectively in writing responsible, seeking opportunities to use and develop their language skills reflective, considering different opinions and information in written or spoken form, and responding to them appropriately innovative, using language appropriately to express ideas and information engaged, developing different learning strategies and using their language skills in a range of situations.

## SUBJECT CONTENT

### READING

Learners should be introduced to a range of different text types on a variety of topics and are encouraged to read widely in English both in class and at home.

#### CONTENT

- identify and understand factual information, ideas and arguments in a range of texts
- identify and understand ideas, opinions and attitudes in a range of texts and the connections between them
- understand what is implied but not directly stated
- select relevant details when reading for a specific purpose

### WRITING

Learners should practise writing for different purposes and different audiences. Learners should understand the features of different text types and should be encouraged to plan, draft and check their writing.

#### CONTENT

- communicate factual information, ideas and arguments clearly and with expansion
- produce written texts that show control of language
- select and organise relevant information and ideas into coherent text using appropriate linking devices
- produce written texts with a range of grammatical and lexical structures
- respond to a written stimulus and use appropriate register, style and format for the given purpose and audience

### LISTENING

Learners should be introduced to a range of different text types on a variety of topics. They are also encouraged to listen to English widely both in class and at home.

#### CONTENT

- identify and understand factual detail and specific information in a range of spoken contexts and from a variety of sources
- identify and understand speakers' ideas, opinions, feelings and attitudes in a range of spoken contexts and from a variety of sources
- show understanding of the connections between ideas, opinions, feelings and attitudes in a range of spoken contexts and from a variety of sources
- show understanding of what is implied but not directly stated