

## Cambridge English Language Programme

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

### Curriculum aims

- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation.
- develop a personal style and an awareness of the audience being addressed.
- enable candidates to understand and respond to what they hear, read and experience.
- enable candidates to communicate accurately, appropriately, confidently and effectively.
- encourage candidates to enjoy and appreciate a variety of language.
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences.
- promote candidates' personal development and an understanding of themselves and others.

### Skills

#### Reading

- a demonstrate understanding of explicit meanings.
- b demonstrate understanding of implicit meanings and attitudes.
- c analyse, evaluate and develop facts, ideas and opinions.
- d demonstrate understanding of how writers achieve effects.
- e select for specific purposes.

#### Writing

- a articulate experience and express what is thought, felt and imagined.
- b sequence facts, ideas and opinions.
- c use a range of appropriate vocabulary.
- d use register appropriate to audience and context.
- d make accurate use of spelling, punctuation and grammar.

#### Speaking and Listening

- a articulate experience and express what is thought, felt and imagined.
- b present facts, ideas and opinions in a sustained, cohesive order.
- c communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers.
- d use register appropriate to audience and context.
- e listen to and respond appropriately to the contributions of others.

**General Content**

Books

Summaries

Persuasive speeches

Poetry

Journals and diaries

Letters

Descriptive compositions

News reports and articles

Formal accounts

Plays

Fiction

Publicity material

Essays

**Standards**

**Reading and Writing**

**Grade A**

To achieve a Grade A, a candidate will be able to:

- understand and communicate complex information, and select what is relevant for specific purposes.
- understand and evaluate subtle facts, ideas and opinions.
- present material in a clearly structured, sequenced, developed and detailed way.
- describe and analyse experience, expressing effectively what is felt and what is imagined.
- recognise implicit meanings and attitudes of a writer, and the means by which they have been conveyed.
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes.
- write in well constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary.
- demonstrate a high degree of accuracy in use of grammatical structures, spelling and punctuation.

**Grade C**

To achieve a Grade C, a candidate will be able to:

- understand and communicate information, sometimes at a complex level and select what is relevant for specific purposes.
- understand and reflect on facts, ideas and opinions.
- present material in a structured and coherent way, with some development and use of detail.
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined.
- recognise the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed.
- show a sense of audience and an awareness of appropriate uses of language for different purposes.
- write in paragraphs, using a variety of sentence types and a varied vocabulary.
- demonstrate accuracy in use of grammatical structures, spelling and punctuation.

### **Speaking and Listening**

#### **Grade A**

- select and use appropriate spoken styles and registers, varying language and expression confidently for different contexts and to engage audience interest, sustaining discussion through frequent contributions.
- listen in a focused and sensitive way, responding effectively to the speech of others.

#### **Grade C**

- use an appropriate style when speaking, and communicate clearly, partly engaging the interest of the listener; make relevant contributions to discussion.
- listen to others, and respond with their own views and ideas.

Reading
<b>Reading Comprehension</b>
Skimming and scanning
Selecting points for summary
Making notes using your own words
Looking at writers' language choices
Understanding, selecting and organising material for summary questions
Expanding notes
Sentence Structure
Vocabulary building
Summary style
Analysing how writers achieve effects
Collating texts
Analysing Style
Advanced punctuation
<b>Response to Reading</b>
Persuasive devices
Analysing techniques
Writing publicity material
Drawing inferences
Writing in role
Targeting an audience
Writing
<b>Response Writing</b>
Journals
Letters
Considering audience
Choosing a style
Transforming information
News reports
Spelling techniques
Expressing and supporting a view
Collating and ordering information
Reports and articles
<b>Continuous Writing (Descriptive)</b>
Planning compositions
Writing descriptions
Using adjectives and imagery
Similes and metaphors
Haiku
<b>Continuous Writing (Informative and descriptive)</b>
Giving an account
Structuring description
<b>Continuous Writing (Narrative)</b>

Plot, setting and atmosphere
Character
Voice
Viewpoint
Using dialogue
<b>Essay Writing</b>
Identifying and writing topic sentences
Paragraph structure
Essay Structure
Citation
<b>Speaking and Listening</b>
<b>Giving a talk and conducting a dialogue</b>
Preparing a talk
Answering questions
Engaging in dialogue
<b>Group discussion and making a speech</b>
Facts versus opinions
Defending opinions
Delivering a speech
<b>Practical Skills</b>
Using a dictionary
Understanding Book Design
Correcting and Editing work

<b>Learning Objectives</b>	
Cambridge Attributes	1
Cambridge Assessment Objectives	
How to use a Dictionary	
Understanding Book Design	
Correcting and Editing work	
<b>Reading Comprehension</b>	
Skimming and scanning	
Selecting points for summary	
Making notes using your own words	
Looking at Writers' language choices	
<b>Response Writing</b>	
Journals	
Letters	
Considering audience	
Choosing a style	
<b>Essay Writing</b>	2
Identifying and writing topic sentences	
Paragraph structure	
Essay Structure	
Citation	
<b>Continuous Writing (Descriptive)</b>	
Planning compositions	
Writing Descriptions	
Using adjectives and imagery	
Similes and metaphors	
Haiku	
<b>Reading Comprehension</b>	3
Understanding, selecting and organising material for summary questions	
<b>Response Writing</b>	4
Transforming information	
News reports	
Letters	
<b>Continuous Writing (Informative and descriptive)</b>	5
Giving an account	
Structuring Description	

Learning Objectives	
Cambridge Attributes	1
Cambridge Assesment Objectives	
How to use a Dictionary	
Understanding Book Design	
Correcting and Editing work	
<b>Reading Comprehension</b>	
Expanding notes	
Sentence structure	
Vocabulary building	
Summary style	
Analysing how writers achieve effects	
<b>Reponse to Reading</b>	
Persuasive devices	
Analysing techniques	
Writing publicity material	
Drawing inferences	
Writing in role	
Targeting an audience	
<b>Continuous Writing (Narrative)</b>	2
Plot, setting and atmosphere	
Character	
Voice	
Viewpoint	
Using dialogue	
<b>Reading Comprehension</b>	3
Collating texts	
analysing style	
Vocabulary building	
Advanced punctuation	
<b>Response Writing</b>	4
Spelling techniques	
Expressing and supporting a view	
Collating and ordering information	
Reports and articles	
<b>Speaking and listening</b>	5
<b>Giving a talk and conducting a dialogue</b>	
Preparing a talk	
Answering questions	
Engaging in dialogue	
<b>Group discussion and making a speech</b>	
Fact versus opinion	
Defending opinions	
Giving a speech	

<b>Essay Writing</b>	
Identifying and writing topic sentences	
Paragraph structure	
Essay Structure	
Citation	