



Satit Prasarnmit International Programme

Curriculum Pathway Academic Year 2023-24 Department: English

Department Details	Assessment Types
Subject: English First Language Head of Department: Dominic Jacques Head of Department Email: dominic.ja@spip.in.th Subject Teacher: Ceara Hamm , Jonathan Lewis	Assessment Type 1: Written assessments (summaries, letters, reports, reviews, story writing, etc.)
	Assessment Type 2: Speaking assessments (debates, presentations, interviews, iGCSE speaking cards)
	Assessment Type 3: Listening comprehension
	Assessment Type 4: Reading comprehension
	Assessment Type 5: End of year exams

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
7	1	Reading: Matilda by Roald Dahl Suspense genre fiction Paragraph planning Journalistic writing Facts and Opinions Strong and weak adjectives Grammar	<ul style="list-style-type: none">• To write a suspenseful piece of fiction effectively, understanding the core concepts involved• Planning and writing complete paragraphs• Study of journalistic writing• Planning and execution of a piece of journalistic writing• Understanding the difference between facts and opinions and using them both to effect in writing• Students will work on 4 main areas of speaking skills, focusing on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.• Grammar: learn about word class, word order, present continuous, present perfect, present simple statements (negatives and questions), and various past tense forms.
	2	Vowels and double consonants Active and passive verbs Pre-20th Century fiction and drama Biography and Autobiography Writing descriptive narratives	<ul style="list-style-type: none">• To understand and be able to use both active and passive verbs effectively• Understanding the timeline of fiction and drama• To evaluate differences between modern and archaic English• To understand the differences between biography and autobiography writing• Writing both biographical and autobiographical accounts• To write descriptively within narrative• Students will work on 4 main areas of speaking skills, focusing on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.• Grammar: learn about question tags, prepositional & phrasal verbs, verbs with two objects, modal verbs, Yes/No Questions and short answers, and Open-ended question forms (when, where, why, how, whose?)
	3	Pre-20th century poetry Grammar in prose Structuring poetry Character study and reports Linking words and	<ul style="list-style-type: none">• Reading, writing and understanding poetry• Evaluating grammar in prose and literature• To learn how to structure a poem effectively• Evaluating poetry structure• Learning how to evaluate and write characters• How to make a piece of writing flow effectively• Students will work on 4 main areas of speaking skills, focusing on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.• Students will learn how to use various determiners (some, any, no, none, etc.), articles, and if clauses

		<p>sentences</p> <p>Year review</p>	<ul style="list-style-type: none"> Students will combine their skill sets from term 1 and term 2 to develop their verbal and written communication skills, culminating in a final project to combine and showcase the development of their skills in both speaking and writing.
8	1	<p>Reading: The Witches by Roald Dahl</p> <p>Spelling & sentence construction</p> <p>Punctuation and stylistic techniques</p> <p>Formality & letter writing</p> <p>Parenthetical phrases</p> <p>Synonyms/Antonyms</p>	<ul style="list-style-type: none"> Spelling tricks and tips, how to remember difficult spelling words Constructing sentences and paragraphs effectively Punctuation in different writing formats Formality in writing, when and how to apply high or low formality Understanding and practicing using synonyms and antonyms Students will work on key areas of written communication including coherence and cohesion, lexical resource and grammatical range and accuracy in both academic and creative writing. Students will learn how to write fact files using a growing range of appropriate subject-specific vocabulary and syntax to talk about related topics.
	2	<p>Non-fiction texts</p> <p>Features of poetry across time and culture</p> <p>Myths and Legends for different cultures</p> <p>Tone in Language</p> <p>Report writing - Formal/informal</p> <p>Story planning</p>	<ul style="list-style-type: none"> Understanding the style and tone of a variety of factual texts Reading, evaluating and writing poetry Working on literature around myths, legends and cultures Practice on tone and style in writing, using different writing formats Understanding report writing To plan a piece of writing before beginning the writing process Students will work on key areas of written communication including coherence and cohesion, lexical resource and grammatical range and accuracy in both academic and creative writing. Be able to use a wide range of modal forms, for a range of functions, on a range of general and curricular topics Focus on verbs and prepositions followed by -ing structures Use a growing range of dependent prepositions following adjectives
	3	<p>Character development</p> <p>Restrictive and nonrestrictive clauses</p> <p>Story structure</p> <p>Prefixes and suffixes</p> <p>Sentence length and writing</p> <p>Relative pronouns, antecedents, conditionals, reported speech</p>	<ul style="list-style-type: none"> Understanding how to develop character in narrative Creating and describing a character Planning the details of a story before writing Using prefixes and suffixes in writing How to vary sentence length to make written work more effective Grammar skills: Use a growing range of gerunds as objects and subjects Use a range of reported speech forms on a range of general and curricular topics Write with moderate grammatical accuracy on a growing range of general and curricular topics, with little support Students will combine their skill sets from term 1 and term 2 to develop their verbal and written communication skills, culminating in a final project to combine and showcase the development of their skills in both speaking and writing.
9	1	<p>Reading: The Curious Incident of the Dog in the Night-Time by Mark Haddon</p> <p>Narrative viewpoint</p> <p>Understanding archaic language</p> <p>Complex sentences & embedded clauses</p> <p>Fantasy story-writing</p> <p>Direct and reported speech</p>	<ul style="list-style-type: none"> An in-depth look at how narrative works and how to create it effectively Understanding archaic language and how language changes Practice at varying sentence length and structure Introduction to genre; how genres are different and variety within genres Learn how to write in a specific genre Practice in writing dialogue, including both group and individual assignments Grammar will focus on past simple and continuous, present simple and continuous, will and going to, present perfect and continuous, modals, and question forms. Students will work on key areas of written communication including coherence and cohesion, lexical resource and grammatical range, and accuracy in both academic and creative writing
	2	Examining different text types	<ul style="list-style-type: none"> Study of a variety of text types and how they are individually effective

		<p>Figurative language and how to identify it</p> <p>Varying sentence structures</p> <p>Travel writing</p> <p>Presenting an effective oral argument</p> <p>Poetry and poetic imagery</p>	<ul style="list-style-type: none"> • Introduction to figurative language, and how to interpret it • How to write figuratively in prose • Practice on creating diverse sentence structures for effect • Writing to advise or persuade, and completing numerous essays • Writing to inform • Speaking formally and effectively relating to a variety of topics • Poetic imagery and interpretation • Grammar will focus on phrasal verbs, linking verbs, quantifiers, pronouns, and prepositions. • Students will work on key areas of written communication including coherence and cohesion, lexical resource and grammatical range, and accuracy in both academic and creative writing.
	3	<p>Presenting character in narrative writing</p> <p>Using language to convey meaning</p> <p>Travel work: advertisement and non-fiction</p> <p>Responding to narrative</p> <p>Skill revision</p> <p>Year review</p>	<ul style="list-style-type: none"> • Using skills on character development and using them in narrative writing • Using persuasion techniques in writing effectively • Responding to narrative and other texts, how to interpret meaning • Responding to non-fiction texts and how to analyze effectively • Skill summarization and reflection • Grammar will focus on adjectives, comparatives, superlatives, and adverb and adverb phrases • Students will combine their skill sets from term 1 and term 2 to develop their verbal and written communication skills, culminating in a final project to combine and showcase the development of their skills in both speaking and writing.
10 IGCSE	1	<p>Reading: Animal Farm by George Orwell</p> <p>Travel reading & writing</p> <p>Summarizing skills</p> <p>Conditions and evidence</p> <p>Setting, imagery & figurative language</p> <p>Writing to argue and persuade</p>	<ul style="list-style-type: none"> • Using reading skills in writing to find specific information • To use effective persuasive techniques in an assessed piece of writing • Analysis of non-fiction writing and using evidence in responses • Using setting, imagery, and figurative language in narrative work • Writing and speaking to argue and persuade, key skills and techniques • Travel writing will include vocabulary practice, writing practice, and reading and information selection • Travel writing will be assessed for the topic of writing after practice - 500-word pieces assessed by 0500 coursework writing standards • Writing to argue and persuade will be practiced, examples will be shown and techniques will be transferred
	2	<p>Using data and statistics</p> <p>Writing techniques: Writing to argue, writing to persuade</p> <p>Descriptive vs narrative writing</p> <p>Writing to respond</p> <p>Conversational speaking with prompts</p>	<ul style="list-style-type: none"> • Using data and statistics in responsive writing as evidence • Analysis of persuasive and argumentative pieces of writing, examples of techniques used • The core differences between descriptive and narrative and how to write both effectively • Responsive writing, using skills learned on effective methods including evidence, persuasion, and argumentation • Speaking skills including presentations, speeches, and forming opinions • Writing to argue and persuade will be assessed in the form of a coursework-size piece of writing by students. 500-800 words, topics will be decided by students • Descriptive and narrative practice, students will write pieces of their own, following closely the criteria of the coursework mark scheme for 0500 • Writing to respond will be practiced, the original text will be unified across the class, responses individually • Speaking will be assessed to the standards of Second Language English, based on Second Language speaking prompts
	3	<p>Summarizing skills</p> <p>Writing techniques</p> <p>Coursework practice</p> <p>Exam skills</p> <p>Year review</p>	<ul style="list-style-type: none"> • Summary work, including the structure and formality • Writing techniques, covering all previous work • Coursework outline and skills needed • Exam outline, practice, and skills needed • Mock coursework will be produced, submitted as assessments, mark scheme will be 0500 - coursework MS • Past paper 0500 practice, skills, and areas for improvement assessed individually and as a class • The yearly review will include areas for improvement to prepare for the following year's exams.
10 Literature in English	1	Coursework	<ul style="list-style-type: none"> • Students will develop critical reading skills and apply them to the poetry of Carol Ann Duffy • Students will look at the form and structure of poetry • Students will develop critical reading skills and apply them to their reading of 'Life of Pi' by Yann Martel

			<ul style="list-style-type: none"> Students will develop analytical writing skills and work on the form and structure of an academic essay Students will develop questions to answer as part of their IGCSE coursework
	2	Prose (Exam text)	<ul style="list-style-type: none"> Students will apply critical reading skills to ‘Rebecca’ by Daphne du Maurier Students will look at the form and structure of prose and the art of storytelling Students will explore and analyze the author’s use of language, imagery and symbolism
	3	Drama (Exam text)	<ul style="list-style-type: none"> Students will develop an understanding of the cultural and historical context of the text ‘A Midsummer Night’s Dream’ by William Shakespeare Students will apply critical reading skills to ‘A Midsummer Night’s Dream’ Students will practice writing about ‘A Midsummer Night’s Dream’ in the style of an academic essay / exam questions
11 IGCSE	1	Coursework production Vocabulary Practice	<ul style="list-style-type: none"> Developing and using writing skills related to coursework topics and submission Developing and using reading and responsive skills Developing fluency in reading, writing, speaking, and vocabulary Students will produce their coursework during this term, all 3 pieces will be drafted, edited, re-written, and submitted during this time Vocabulary will be the primary focus of skill transfer throughout this term Vocabulary practice will include mind mapping, listing, thesaurus work, vocabulary in practice, etc.
	2	Exam practice Coursework evaluation and completion	<ul style="list-style-type: none"> Developing and using writing skills related to the coursework components Developing and using reading and responsive skills Developing fluency in reading, writing, speaking, and vocabulary Past paper practice, review, and self-appraisals will be made Focus on sections of the exam paper which students, individually and as a group, struggle with Final evaluations and edits on coursework before submission
	3		Exam period
11 Literature in English	1	Poetry Anthology (Exam text) Coursework production	<ul style="list-style-type: none"> Students will develop their understanding of a wide range of poetry in different styles and from different time periods Students will look at the language, form and structure of poetry Students will practice analytical writing skills and work on the form and structure of an academic essay / exam questions Developing and using analytical writing skills related to coursework topics and submission Developing and using critical reading and analysis skills Students will produce their coursework during this term, all 3 pieces will be drafted, edited, re-written, and submitted during this time
	2	Exam practice Coursework evaluation and completion	<ul style="list-style-type: none"> Students will revise examined literature texts (poetry anthology, ‘War of the Worlds’ and ‘Othello’) Developing and practicing essay writing under timed exam-style conditions Past paper practice, review, and self-appraisals will be made Focus on sections of the exam paper which students, individually and as a group, struggle with Final evaluations and edits on coursework before submission
	3		Exam period