



Broad General Education

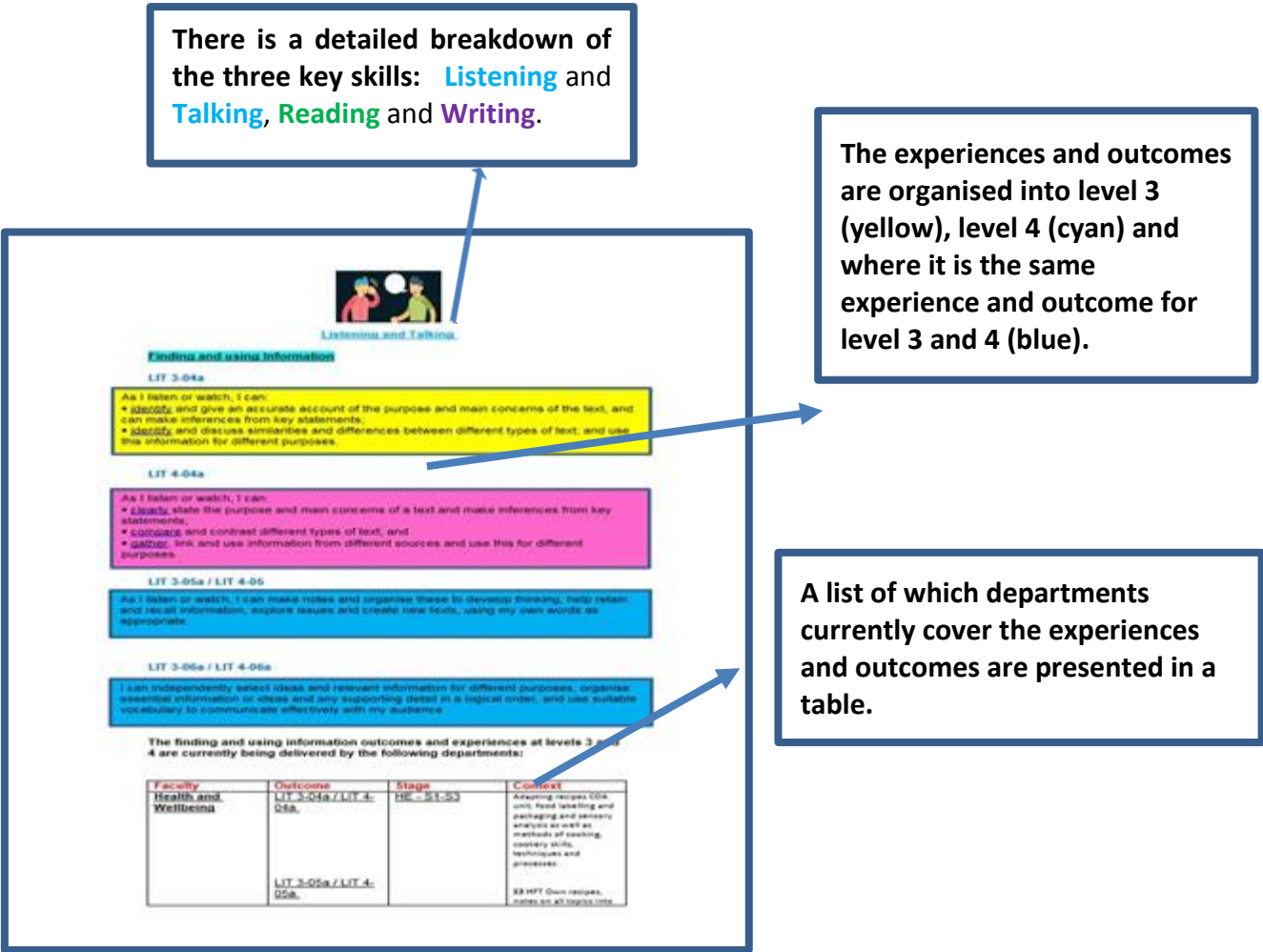
Literacy across learning at Braes High School

English and literacy both hold a central place in the curriculum, as they underpin all learning. It is important for staff and pupils to be able to recognise literacy across the curriculum in order to build pupil confidence - so that each pupil can articulate their ideas in any arena in order to serve them in their academic, professional and personal lives beyond their time at Braes.

With the introduction of a Curriculum for Excellence it is now the responsibility of all teaching staff to support and help deliver literacy across learning experiences and outcomes. To this end, the English and Media Faculty have prepared this booklet to ensure that families feel that they are involved in their young person's learning journey, and to provide a full breakdown of what the pupils experience will be throughout the BGE.

The literacy across learning experiences and outcomes are divided into three main sections – **Listening** and **Talking**, **Reading** and **Writing**.

The layout of the booklet is outlined below:



Before each new skill is presented there will be an overview of how that skill is delivered in the English and Media Faculty. This will also be accompanied by links to useful and practical resources that can be completed at home.



Listening and Talking

The English and Media Faculty ensure that the experiences and outcomes for listening and talking are delivered in the following ways throughout the BGE curriculum:

Enjoyment and choice

Pupils are encouraged to share and listen to many different opinions. This is demonstrated through:

- Group discussions, where pupils work collaboratively to offer relevant ideas and build on the contributions of others.
- Solo talks on a range of topics which should be researched and presented in an engaging manner.
- Pupils will be given the opportunity to listen to others using a variety of media sources.

Tools for Listening and Talking

In order to contribute to a group discussion, pupils are required to use a variety of verbal and non-verbal techniques to enhance communication. These include appropriate use of:

- Eye-contact
- Body language
- Pace
- Tone
- Volume

[Talking - Talking - 3rd level English Revision - BBC Bitesize](#)

There will be a clear breakdown of how the experiences and outcomes are delivered in English.

There will be links to resources included that can be accessed to support your child at home.

Underneath each of the three core sections, the experiences and outcomes are detailed with examples from the English and Media Faculty. You will also find where these experiences and outcomes are being covered across the curriculum.

Listening and Talking

Enjoyment and choice

Tools for Listening and Talking

Finding and Using Information

Understanding, analysing and evaluating

Creating texts



Reading

Enjoyment and choice

Tools for Reading

Finding and Using Information

Understanding, analysing and evaluating



Writing

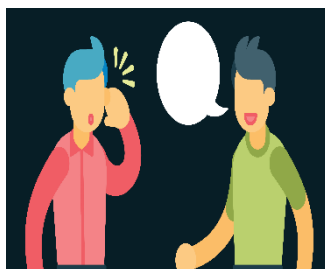
Enjoyment and choice

Tools for Writing

Organising and Using Information

Creating texts





Listening and Talking

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[Talking - Talking - 3rd level English Revision - BBC Bitesize](#)

When listening, pupils should aim to build on the contributions of others. For example, by:

- Asking or answering questions
 - Summarising points
 - Supporting or challenging opinions or ideas
- [Improve Your Child's Active Listening Skills | Oxford Learning](#)

Finding and Using Information

Within the English classroom pupils will be expected to become more independent when taking notes to identify the key ideas of a variety of speakers. Effective notes will allow pupils to:

- Selecting appropriate information
- Recall and retain information
- Structure ideas into a logical order

Understanding, analysing and evaluating

Throughout their time in the English Department, pupils will be required to listen to a variety of increasingly complex media texts. They will be taught to demonstrate their understanding of the speaker's point by answering a series of questions or giving a detailed response. Analysis of these points will focus on:

- Purpose and audience
- Summarising speaker's key ideas
- Analysis of persuasive techniques, including word choice, emotive language, repetition and use of statistics

Creating texts

When pupils create their own solo talk they must structure their thoughts and express themselves in a clear and concise manner. This involves selecting and organising research notes independently. Solo talks should:

- Provide engaging introductions and conclusions
- Makes use of topic sentences and linking phrases
- Use appropriate verbal and non-verbal techniques in order to engage their audience with confidence

[Talking - Talking - 3rd level English Revision - BBC Bitesize](#)



Listening and Talking

Enjoyment and choice

LIT 3-01a / LIT 4-01a

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

The enjoyment and choice outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-01a / LIT 4-01a</u>	<u>Drama</u> <u>S2-S3</u>	S2 Drama Menu & Creative Industries – pupils select a text to use as a stimulus for design or creativity. They also justify their choices in terms of dramatic impact. S3 Performance Skills unit – pupils select a scripted extract to present and reflect on.
<u>Health and Wellbeing</u>	<u>LIT 3-01a / LIT 4-01a</u>	<u>S3</u>	FPD unit selecting individual recipes to meet specific briefs
<u>Humanities</u>	<u>LIT 3-01a / LIT 4-01a</u>	<u>Geography</u> <u>- S1-S3</u>	Earth Forces Project (S1); Country Presentation (S2); Kenya Project (S3)
	<u>LIT 3-01a / LIT 4-01a</u>	<u>RMPS -</u> <u>S1-S3</u>	Life after Death & Braes Anatomy –The Island. (S2); Global issues - (S3 Core); Refugee film week – morality and Conflict (S3 Elective)
	<u>LIT 3-01a / LIT 4-01a</u>	<u>Modern Studies -</u> <u>S3</u>	Pressure Groups Snow Drop Campaign Documentary
<u>Pastoral</u>	<u>LIT 3-01a / LIT 4-01a</u>	<u>S1 – S3</u> <u>Mental Health</u> <u>Award</u>	Pupils present assessment evidence on their own findings around mental health issues in whatever format they choose.



Listening and Talking

Tools for Listening and Talking

LIT 3-02a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 4-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

The tools for listening and talking outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Maths</u>	<u>LIT 3-02a / LIT 4-02a</u>	<u>S1-S3</u>	Global citizenship project this session has encouraged staff to use different contexts for learning with classes in the BGE. These have included looking at water supply, refugee camps and food costs. Throughout these pupils have not only been focused on the maths content but using this and discussion to form judgements and back up their opinions.
<u>Creative</u>	LIT 3-02a	<u>Drama</u> <u>S1-S3</u>	<p>S1 Drama Arabian Nights (start of rotation) - MacBeth (Mid- end of rotation)</p> <p>S2 Drama (All units involve some aspect of this) Silent Movies N3 Drama Skills – Socio Drama - offering ideas and developing ideas in my group.</p> <p>S3 Drama Family Portrait Pantomime Performance Skills/N4 Drama Assessed Unit - offering ideas and developing ideas in my group</p>
		<u>Music</u>	S2 Art What is Art?

	<u>LIT 4-02a</u>	<u>S1-S3 Drama</u>	S3 Drama Family Portrait Pantomime Performance Skills/N4 Drama Assessed Unit - offering ideas and developing ideas in my group.
		<u>S2 Art</u>	S2 Art What is Art?
<u>Health and Wellbeing</u>	<u>LIT 3-02a / LIT 4-02a</u>	<u>PE S1-S3</u>	Throughout S1-S3 by providing feedback and evaluations on performances, tactical inputs, discussion problem solving tasks and discussions and roles and responsibilities within teams.
	<u>LIT 3-02a / LIT 4-02a</u>	<u>HE S1 – S3</u>	Group work tasks, group team leader experiences and team presentations on different HE topics.
<u>Humanities</u>	<u>LIT 3-02a / LIT 4-02a</u>	<u>History – S1-S3</u>	S1 - History mystery in 'What is History' course. S2 - Propaganda. Which is the most convincing piece of Propaganda? S3 - Debate Martin Luther King JR and Malcolm X.
	<u>LIT 3-02a / LIT 4-02a</u>	<u>RMPS – S1-S3</u>	S1 Philosophy – Term one For example - Working in group to examine statements discussing and making judgments on them. S1 Animal rights - Term 4 – Presentation of a chosen animal rights issue. S2 – Braes Anatomy – presentation of finding for assessment (optional) S3 – Global moral Issues – Presenting finding from Global Moral Fayre. S3 – Elective course. Throughout all units' pupils must listen and take account of others' views and options, reflecting on them and explore their own.
	<u>LIT 3-02a / LIT 4-02a</u>	<u>Geography – S1-S3</u>	S1 – Discussions and Think, Pair, Share. S2 – Global Goals Topic. S3 – Discussions during units such as Kenyan slums.

	<u>LIT 3-02a / LIT 4-02a</u>	<u>Modern Studies – S1-S3</u>	<p>S1 Modern Studies- Democracy Unit- discussions about voting age</p> <p>S1 Modern Studies- Nuclear Power- discussions about the use of Nuclear weapons</p> <p>S2 Modern Studies – Rotation 1. Discussion on ‘What is Terrorism?’</p> <p>S2 Modern Studies – Rotation 1. Revision Speed Questioning.</p> <p>S2 Modern Studies – Rotation 2. Class stations discussion task.</p>
<u>Sciences</u>	<u>LIT 3-02a / LIT 4-02a</u>	<u>S1-S2</u>	<p>There is a lot of controversial topical content that we cover in our BGE Biology courses and pupils regularly take part in discussions about different topics examples include:</p> <p>S2 Braes Anatomy – Organ Donation Debate – pupils look at the reasons for and against organ donation and consider many different viewpoints</p> <p>S2 The Environment – Climate Change - pupils look at the human impact on the climate and ways we balance environmental, social and economic arguments.</p> <p>S1 – Energy – Alternative Energy Sources- Which energy company is the best.</p> <p>S1 – Matter Nail varnish solvent & CSI – discussion of results and evaluation.</p> <p>S2 – Burning Issues – best indigestion tablet investigation. Analysis of results and other data to decide which chemical would be the best neutraliser. Collaborative discussion.</p> <p>S2 – Burning Issues – best indigestion tablet investigation.</p> <p>S2 – fractional distillation exercise- rating the oil fractions is most important to us & why. Allows reflection on others opinions.</p>
	<u>LIT 4-02a</u>	<u>S3</u>	<p>S3 Biology pupils research and can articulate an informed opinion and listen to and consider other pupils' viewpoints on controversial issues</p>

			such as Stem Cells and Genetic Engineering.
<u>Pupil Support</u>	<u>LIT 3-02a / LIT 4-02a</u>	<u>S1-S3</u>	Pupils are regularly involved in discussions with staff and their peers about the similarities and differences they face with their learning. We find this can be a really useful way for learners, who have a particular barrier to learning, to realise that others also have the same challenges and, importantly, can overcome these.
<u>Pastoral</u>	<u>LIT 3-02a / LIT 4-02a</u> <u>LIT 3-02a / LIT 4-02a</u>	<u>S1 S3 RSHP</u> <u>S3 YPI</u>	<p>Pupils engage in weekly discussions regarding relationships, sexual health and parenting.</p> <p>S3 Pupils are challenged with meeting with a charity in the local community and present back the information they have found.</p>



Listening and Talking

Finding and using Information

LIT 3-04a

- As I listen or watch, I can:
- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements;
 - identify and discuss similarities and differences between different types of text; and use this information for different purposes.

LIT 4-04a

- As I listen or watch, I can:
- clearly state the purpose and main concerns of a text and make inferences from key statements;
 - compare and contrast different types of text; and
 - gather, link and use information from different sources and use this for different purposes.

LIT 3-05a / LIT 4-05

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-06a / LIT 4-06a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience

The finding and using information outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-04a</u>	<u>S1 Drama</u>	S1 Arabian Nights – Writing in Role, Persuasion Chairs, Performance Reflection MacBeth – responding to stimuli, performance reflection, presenting

	<u>LIT 3-04a</u>	<u>S2 Drama</u>	<p>S2 Silent Movies – Performance & Reflection</p> <p>N3 Drama Skills – Performance & Reflection</p> <p>S3 Family Portrait – P & R Pantomime – P & R</p>
	<u>LIT 3-05a / LIT 4-05</u>	<u>S1 Drama</u>	<p>S1 Arabian Night-creating an engaging story. Watching and retaining information. Performance Evaluation. Macbeth- Exploring a text and exploring production skills. Presenting and evaluating.</p>
		<u>S2 Drama</u>	<p>S2 Silent Movies- Telling a story using movement in performance. Socio-Drama- Research into issue relating to drama. Performance/evaluation.</p>
		<u>S3 Drama</u>	<p>S3- Presenting and evaluating in all units during S3 course.</p>
	<u>LIT 3-06a / LIT 4-06a</u>	<u>S1 Drama</u>	<p>S1 Arabian Nights- Making a good story, writing in role, role play. Macbeth- Exploring a text / design concept. Exploring Production Skills. Directing and creating tension.</p>
		<u>S2 Drama</u>	<p>S2 (All units involve some aspect of this) Silent Movies)</p>

	<p><u>LIT 3-05a / LIT 4-05a</u></p> <p><u>LIT 3-06a / LIT 4-06a</u></p>		<p>Bridge.</p> <p>S2 - Braes anatomy. Comparing pictorial and written texts & Renaissance men. Watch clip/ read info and then compare and contrast each person. Make a decision on who is the 'best'.</p> <p>S3 - Srebrenica- Survivor testimonies.</p> <p>S1 - Scottish Wars of Independence- Watch a clip from History of Scotland and summarise/ organise key points.</p> <p>S2 - Black death documentary. Pick out key facts and use the info to help them create a written piece.</p> <p>S3 - Srebrenica documentary, Rise of Evil, Jane Haining pupils watch a variety of clips and documentaries and take notes which help them create new texts.</p> <p>S2 - Select information from books/docs/internet and create a letter home from the trenches.</p> <p>S3 - Pupils carry out their own research and produce an essay or poster.</p>
	<p><u>LIT 3-04a / LIT 4-04a</u></p>	<p><u>RMPS – S1-S3</u></p>	<p>S1 - S3 - Across many units of work. As teaching method, we use videos, documentaries, and different texts to explain beliefs and practices further, from which pupils take notes. For example, S3 Global issues when looking at the Stolen generation of Australia.</p>

	<p><u>LIT 3-05a / LIT 4-05a</u></p> <p><u>LIT 3-06a / LIT 4-06a</u></p>		<p>In S1 this is covered in the World Religions assessment. In all the N3 unit assessment revision lessons pupils will cover this outcome. S3 Global issues when looking at the Stolen generation of Australia.</p> <p>S1 - Creation Stories – Term 2. Pupils create their own creation stories putting ideas into a logical order.</p> <p>S3 Global issues when looking at the History of Australia (timeline) and Stolen generation of Australia.</p>
	<p><u>LIT 3-04a / LIT 4-04a</u></p> <p><u>LIT 3-05a / LIT 4-05a</u></p> <p><u>LIT 3-06a / LIT 4-06a</u></p>	<u>Geography S1-S3</u>	<p>S1 – Rural/Urban unit</p> <p>S2 – Earthquakes & Global Goals</p> <p>S3 – Newspaper Tasks on Kenyan Slums</p>
	<p><u>LIT 3-04a / LIT 4-04a</u></p> <p><u>LIT 3-05a / LIT 4-05a</u></p> <p><u>LIT 3-06a / LIT 4-06a</u></p>	<u>Modern Studies – S1-S3</u>	<p>S1 Modern Studies- Democracy unit- exaggeration question & Nuclear power- various clips to aid the understanding of the features of a democracy</p> <p>S2 Modern Studies – Rotation 1. Video task on ISIS in Syria.</p> <p>S2 Modern Studies – Rotation 2. Health Inequalities video task.</p> <p>S2 Modern Studies – Rotation 2. Africa United lesson.</p> <p>S3 Modern Studies Term 1 – Child Soldiers. Stacey Dooley Documentary. Pupils watch and take down notes.</p> <p>S1 Modern Studies- Democracy unit- mock election, Running dictation about the role of the First Minister</p> <p>S1 Nuclear power- Country fact file</p>

			<p>S2 Modern Studies – Rotation 1. History of Syrian conflict timeline.</p> <p>S3 Modern Studies Term 2 – USA</p> <p>Pupils argument use hand-out to pick out arguments for and against gun control</p>
<u>Sciences</u>	<u>LIT 3-04a / LIT 4-04a</u>	<u>S1-S3</u>	<p>S3 Physics – Heat loss from homes.</p> <p>S1 Living Things – Summary of predators and prey from documentaries pupils watch a recent documentary and take notes whilst watching, they then carry out research and present information on predators and prey based on the examples in the documentary.</p> <p>S1 Living Things – Summary of predators and prey from documentaries</p> <p>S1 chemistry topics – several test & homework questions processing text information not different format</p> <p>S3 – alloy processing activity – taking text and processing into different format – e.g. summary, graph etc</p>
<u>Pupil Support</u>	<u>LIT 3-04a / LIT 4-04a</u>	<u>S1-S3</u>	<p>Quite often when supporting learning in The Shore, we will ask pupils to read the information they have for a particular discussion. We will then engage in conversation with pupils about what they think, how they have interpreted the information etc. We will then use this discussion to help the pupils formulate a plan about how they can then express this in written or verbal form.</p>
<u>Pastoral</u>	<u>LIT 3-04a / LIT 4-</u>	<u>S1 and S2</u>	<p>Students are directed to</p>

	<u>04a</u>	<u>Choices for Life</u>	research smoking, alcohol and drugs to create helpful resources informing of the dangers.
	<u>LIT 3-04a / LIT 4-04a</u>	<u>S3 YPI</u>	Young people have all researched a charity as part of the Youth and Philanthropy Initiative.



Listening and Talking

Understanding, analysing and evaluating

LIT 3-07a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts

LIT 4-07a

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts.

LIT 3-08a

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

LIT 4-08a

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

The Understanding, analysing and evaluating outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-07a</u>	<u>S1 Art</u>	<u>S1 Charley Harper Rotation Part2</u>
<u>Health and Wellbeing</u>	<u>LIT 3-07a / LIT 4-07a</u>	<u>PE – S1 - S3</u>	PE performance evaluations - Watching performances in a range of sports and commentating on the performance.
	<u>LIT 3-07a / LIT 4-07a</u>	<u>HE – S1 - S3</u>	Discussions around sustainability & Dietary needs of individuals.
	<u>LIT 3-08a / LIT 4-08a</u>		Factors affecting consumer food choice – arguments for and against Dietary needs of

			individuals – analyse and conclude – FPD own recipes for brief.
<u>Humanities</u>	<u>LIT 3-08a / LIT 4-08a</u>	<u>History – S1-S3</u>	<p>S1 - English sources vs Scottish sources and why they are biased</p> <p>S2 - Propaganda. Which is the most convincing piece of Propaganda?</p> <p>S3 - Nazi Propaganda. Which is the most convincing piece of Propaganda?</p>
	<u>LIT 3-07a / LIT 4-07a</u>	<u>RMPS – S1-S3</u>	<p>Across may units in S1 to S3. This is a key skill required by RMPS. For example, in S1 Philosophy - Term One Discussing statements / philosophical questions and using evidence write responses to them.</p> <p>S1 – term 2 – Creation stories. Watching creation stories, analysing, and evaluating the belief and expressing them in writing.</p> <p>S3 - S3 Human Rights Abuses - Term One Discussing and watching a documentary on FMG, analysing, and evaluating the belief and expressing them in writing.</p> <p>S2 – Islam – Term 1. Looking at media coverage of the implications of wearing the Hijab.</p> <p>S2/3 - RBV Unit assessment – looking at different religious viewpoints and the implications.</p> <p>S3 Core - Global Moral issue – Term 2 – Analysing sources.</p>
	<u>LIT 3-08a / LIT 4-08a</u>	<u>Geography</u>	S2 – Global Goals

	<u>LIT 3-08a / LIT 4-08a</u>	<u>Modern Studies – S1-S3</u>	<p>S1 Modern Studies - Democracy- political campaign methods and mock election</p> <p>S3 Modern Studies Term 2 – USA</p> <p>Pupils are asked if they agree with the death penalty – The class are asked to persuade their peer why their opinion should be considered.</p>
<u>Languages</u>	<u>LIT 3-08a</u>	<u>S1</u>	<p>There is no specific time that we do this. It is ongoing and part of all our lessons. Learners have to listen to texts and show comprehension. In BGE however would not go beyond Level 3 as the comments are simple and not detailed.</p>
<u>Sciences</u>	<u>LIT 3-04a / LIT 4-04a</u>	<u>S1-S3</u>	<p>S3 Physics – Heat loss from homes.</p> <p>S1 Living Things – Summary of predators and prey from documentaries pupils watch a recent documentary and take notes whilst watching, they then carry out research and present information on predators and prey based on the examples in the documentary.</p> <p>S1 Living Things – Summary of predators and prey from documentaries</p> <p>S1 chemistry topics – several test & homework questions processing text information not different format</p> <p>S3 – alloy processing activity – taking text and processing into different format – e.g. summary, graph etc</p>

<u>Pupil Support</u>	<u>LIT 3-08a / LIT 4-08a</u>	<u>S1-S3</u>	We will use the experience of senior pupils and ask them to talk to our junior pupils who are reluctant to accept some supports. This allows some pupils to understand from those who have been in the same situation that these supports are to be seen as positives.
<u>Pastoral</u>	<u>LIT 3-07a / LIT 4-07a</u>	<u>S1 – S3</u>	Young people use their ClassNotebook to reflect on the learning and collate evidence which summarises the information shared.



Listening and Talking

Creating Texts

LIT 3-09a

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions;
- explain processes, concepts or ideas; and
- identify issues raised, summarise findings or draw conclusions.

LIT 4-09a

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail; and
- sum up ideas, issues, findings or conclusions

LIT 3-10a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 4-10a

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

The Understanding, analysing and evaluating outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-09a</u>	<u>S1 Drama</u>	S1 Arabian Night Unit overall. Macbeth Unit overall plus exploration of tension.
		<u>S2 Drama</u>	S2 Silent Movies- Creating a storyline/creating a character.
		<u>S3 Drama</u>	S3 Group work developing dramas, offering ideas and opinions for plot, form, genre, structure, style,

	<u>LIT 4-09a</u>	<u>S3 Drama</u>	<p>purpose, character etc. Reflection and rehearsal logs in all units throughout the year.</p> <p>S3 Group work developing dramas, offering ideas and opinions for plot, form, genre, structure, style, purpose, character etc. Reflection and rehearsal logs in all units throughout the year.</p>
	<u>LIT 3-10a</u>	<u>S1 Art</u>	S1 French Impressionism Rotation Part 1
		<u>S2 Art</u>	S2 Picasso Portraits Term 1
	<u>LIT 3-10a</u>	<u>S1 Drama</u>	S1 Arabian Night Unit overall. Macbeth Unit overall plus exploration of tension
		<u>S2 Drama</u>	S2 N3 Drama Skills – Socio Drama, offering ideas and developing ideas in my group.
	<u>LIT 4-10a</u>	<u>S3 Drama</u>	S3 Group work developing dramas, offering ideas and opinions for plot, form, genre, structure, style, purpose, character etc. Reflection and rehearsal logs in all units throughout the year.
<u>Health and Wellbeing</u>	<u>LIT 3-09a / LIT-4-09a</u>	<u>PE – S1 - S3</u>	Within PE Discussing performance, tactics, ideas or concepts within the subject. Drawing conclusions on problems/performances.

	<u>LIT 3-09a / LIT-4-09a</u>	<u>HE – S1 - S3</u>	<p>Group tasks – Hygiene and Safety Crimescene lesson.</p> <p>Dietary Need working to brief and food experiments in S3 HFT</p>
<u>Humanities</u>	<u>LIT 3-09a / LIT 4-09a</u>	<u>History – S1-S3</u>	<p>S1 – S3 – Opinion Corners</p> <p>S3 - Pupils carry out their own research and produce an essay or poster.</p>
	<u>LIT 3-10a / LIT 4-10a</u>		
	<u>LIT 3-09a / LIT 4-09a</u>	<u>RMPS – S1-S3</u>	<p>Across many units in S1 to S3. This is a key skill required by RMPS. For example, pupils will create leaflets, posters, boardgames, etc to demonstrate their knowledge. In S1 Philosophy - Term One Discussing statements / philosophical questions and using evidence write responses to them. S3 – Global issues. Discussion of moral issues.</p>
	<u>LIT 3-09a / LIT-4-09a</u>	<u>Geography – S1-S3</u>	<p>S1 – Rural/Urban unit</p> <p>S2 – Earthquakes & Global Goals</p> <p>S3 – Newspaper Tasks on Kenyan Slums</p>
	<u>LIT 3-09a / LIT 4-09a</u>	<u>Modern Studies – S1-S3</u>	<p>S1 Modern Studies- Democracy -Class debate and opinion corners.</p> <p>S2 Modern Studies – Rotation 1. Revision Speed Questioning & Hot Seat Task</p> <p>S3 Modern Studies - Throughout – conclusion style questions</p> <p>S1 Modern Studies- democracy course- role MSP research task</p> <p>S1 Modern Studies- nuclear power- country profile.</p> <p>S2 Modern Studies – Rotation 2. Running Dictation Ebola task.</p> <p>S3 Modern Studies - Pupils can create their own pressure group and present it to class</p>
	<u>LIT 3-10a / LIT 4-10a</u>		

<u>Languages</u>	<u>LIT 3-09a</u>	<u>S1-S3</u>	Ongoing and regular at all stages in ML with focus on communicating information, ideas and opinions.
<u>Sciences</u>	<u>LIT 3-09a/LIT 4-09a</u> <u>LIT 3-09a/LIT 4-09a</u> <u>LIT 3-09a/LIT 4-09a</u> <u>LIT 3-09a/LIT 4-09a</u>	<u>S1-S3</u>	<p>S1 – Energy – Which energy company is the best? Throughout our Biology courses there are many different processes pupils must learn. Pupils are encouraged to try different methods to learn and recall processes e.g., S3</p> <p>Biology – Stages of Mitosis and stages of genetic engineering.</p> <p>We also do lots of Experimental write-ups throughout BGE Biology this encourages pupils to present results and form conclusions.</p> <p>Chemistry – many of the experiments encourage pupils to present findings, form conclusions and evaluate.</p>
<u>Pastoral</u>	<u>LIT 3-09a / LIT 4-09a</u> <u>LIT 3-10a / LIT 4-10a</u>	<u>S3 – YPI</u>	The young people communicate their research, taking into consideration information gained from their chosen charity and their own opinions and thoughts based on why they chose the social issue which links to this charity.



Reading

The English and Media Faculty ensure that the experiences and outcomes for reading are delivered in the following ways throughout the BGE curriculum:

Enjoyment and choice

Pupils are encouraged to explore their own personal reading and are given the opportunity to select a variety of texts which appeal to their interests. To do this they can:

- access the library and seek inspiration from Miss Paton our school librarian
[Braes Library \(@BraesLibrary\) / Twitter](#)
- explore Borrowbox - an online library using an app on their iPad
[BorrowBox – Your library in one app](#)
- read for five minutes at the start of each English lesson
- find a variety of online news reports and articles to their interests
<https://newsforkids.net/articles/>
<https://theday.co.uk/>
[Home - CBBC Newsround](#)

Tools for Reading

In English, pupils are given tools and strategies to ensure that they understand texts and can comment on them confidently. Skills to be developed include:

- RUAE (Close Reading) question strategies which are taught in S1- S3 and mirror those used in the senior school.
- The use of printed and online dictionaries
- Skimming, to identify purpose and main ideas
- Scanning, to allow pupils to find key information
- Summarising, to allow pupils to explain key ideas in their own words

Finding and Using Information

Pupils explore a variety of texts in English and are encouraged to locate and organise reliable information and notes independently:

- Using the library resource, exPLORE which teaches pupils to research and take notes without simply copying and pasting. exPLORE also shows pupils how to log sources correctly.
[Meadowbank Library | Falkirk Council \(falkirkleisureandculture.org\)](#)

Understanding, Analysing and Evaluating

Throughout their time in the English Department, pupils will be required to read increasingly complex passages and answer a series of RUAE questions. These will target:

- Purpose and audience
- Summarising writer's key ideas using own words
- Analysis of language features, including word choice, imagery and sentence structure

<https://www.bbc.co.uk/bitesize/subjects/zbdxvcw>

Pupils will also read a variety of genres from prose, poetry, drama and film. After completing several activities on these texts they will be required to write a critical essay to demonstrate their understanding and analysis of:

- Character
- Theme
- Setting

The key structure used to do this will be the PEA chain - Point, Evidence, Analysis, which is again mirrored in the senior phase.



Reading

Enjoyment and Choice

LIT 3-11a

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources to develop the range of my reading.

LIT 4-11a

I regularly select and read texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can independently identify sources to develop the range of my reading

The Enjoyment and Choice outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>			
<u>Health and Wellbeing</u>	<u>LIT 3-11a / LIT 4-11a</u>	<u>HE S1-S3</u>	Pupils do select recipes and have to follow and use.
<u>Humanities</u>	<u>LIT 3-11a / LIT 4-11a</u>	<u>RMPS – S1-S3</u>	S1 - Creation Stories – Term 2. Reading about a creation story of their choice. S3 – Global Moral Issue – Term 3. Diary entries of their choice & China research project, identifying their own text.
<u>Humanities</u>	<u>LIT 3-11a / LIT 4-11a</u> <u>LIT 3-11a / LIT 4-11a</u>	<u>Geography – S3</u> <u>Modern Studies and History</u>	S3 – Weather Unit – able to explain weather from a synoptic chart. Reading for research purposes.
<u>Sciences</u>	<u>LIT 3-11a</u>	<u>S1</u>	S1 Scottish Scientist research S1 Living things report



Reading

Tools for Reading

LIT 3-13a

I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.

LIT 4-13a

Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.

The Tools for Reading outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Humanities</u>	<u>LIT 3-13a / LIT 4-13a</u>	<u>RMPS – S2-S3</u>	S2 – Life after Death – Term 2 – Fox Sisters text S3 – Human Rights - Term 1 – Word Clouds S3 – Global Issues – Term 2 – Water Rights S3 Elective – Morality - Types of warfare – highlighting key aspects of text.
	<u>LIT 4-13a</u>	<u>Geography – S3</u>	Research for John Muir Award
	<u>LIT 3-13a / LIT 4-13a</u>	<u>Modern Studies – S1-S3</u>	S1 Modern Studies- Democracy writing a letter to the Prime Minister. S3 Modern Studies - End of Unit Revision Each topic.
<u>Humanities</u>	<u>LIT 3-13a / LIT 4-13a</u>	<u>S1-S3 History</u>	For general research purposes.
<u>Sciences</u>	<u>LIT 3-13a / LIT 4-13a</u>	<u>S1-S3</u>	Physics - research tasks and presentations are produced on Famous Astronomers (S2) and the electromagnetic spectrum (S3). Posters or information leaflets are also produced on both Home Insulation and the properties of waves (S3). S1 & S3 Elements research task.

<u>Pupil Support</u>	<u>LIT 3-13a / LIT 4-13a</u>	<u>S1-S3</u>	We use a variety of resources such as dictation apps, reading apps and therapeut reading, to help our learner's access texts in a way that they can understand information.
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Reading

Finding and Using Information

LIT 3-14a / LIT 4-14a

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

LIT 3-15a / LIT 4-15a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

The Finding and Using Information outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Health and Wellbeing</u>	<u>LIT 3-14a / LIT 4-14a</u>	<u>PE - S3</u>	Data gathering work in S3 Elective
	<u>LIT 3-14a / LIT 4-14a</u>	<u>HE – S1-S3</u>	Dietary requirements, Dietary goals recipe adaptation
	<u>LIT 3-15a / LIT 4-15a</u>		Following Methods skills, techniques and processes.
<u>Technologies</u>	<u>LIT 3-14a / LIT 4-14a</u>	<u>Computing Studies S1-S3</u>	Summary of research, all levels Computing Studies.
<u>Humanities</u>	<u>LIT 3-14a / LIT 4-14a</u> <u>LIT 3-15a / LIT 4-15a</u>	<u>History – S1-S3</u>	S1 – Scottish Wars of Independence- Watch a clip from History of Scotland and summarise/ organise key points. S2 - Black death documentary. Pick out key facts and use the info to help them create a written piece. S3 - Srebrenica documentary, Rise of Evil, Jane Haining pupils watch a variety of clips and documentaries and take notes which help them create new texts.
	<u>LIT 3-14a / LIT 4-14a</u> <u>LIT 3-15a / LIT 4-15a</u> <u>LIT 3-16a / LIT 4-16a</u>	<u>RMPS – S1-S3</u>	Across many units in S1 to S3. This is a key skill required by RMPS.

	<u>LIT 3-14a / LIT 4-14a</u>	<u>Geography – S1-S3</u>	S1 – Population project S2 – Earthquakes project S3 – Kenya Project
	<u>LIT 3-14a / LIT 4-14a</u> <u>LIT 3-15a / LIT 4-15a</u>	<u>Modern Studies – S1-S3</u>	S1 Modern Studies- democracy course- role MSP research task S1 Modern Studies- nuclear power- country profile S3 Modern Studies - End of Unit Revision Each topic
<u>Sciences</u>	<u>LIT 3-15a / LIT 4-15a</u>	<u>S1-S3</u>	Revision notes and revision strategies



Reading

Understanding, analysing and evaluating

LIT 3-16a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.

LIT 4-16a

To show my understanding across different areas of learning, I can:

- clearly state the purpose, main concerns, concepts or arguments and use supporting detail;
- make inferences from key statements and state these accurately in my own words; and
- compare and contrast different types of text

LIT 3-18a

To help me develop an informed view, I can recognise the difference between fact and opinion.

LIT 4-18a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

The Understanding, analysing and evaluating outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-16a</u>	<u>S1-S3 Art</u>	S1 French Impressionism S2 Picasso Portraits and What is Art? S3 Still Life Artists
	<u>LIT 3-18a / LIT 4-18a</u>	<u>PE S1-S3</u>	Work on knowledge of results/feedback and how to use and consider these within a practical context.
<u>Health and Wellbeing</u>	<u>LIT 3-16a / LIT 4-16a</u>	<u>HE – S1-S3</u>	Following Methods skills, techniques and processes. HFT dietary analysis

	<u>LIT 3-18a / LIT 4-18a</u>		Evaluate technology in Food Technology Nutritional Knowledge and ROA guidelines
<u>Technologies</u>	<u>LIT 3-18a / LIT 4-18a</u>	<u>Computing Studies S1-S3</u>	S1 CS - Introduction to the Internet and Internet searching techniques. S2 CS - Cyber resilience
<u>Humanities</u>	<u>LIT 3-16a / LIT 4-16a</u> <u>LIT 3-18a / LIT 4-18a</u>	<u>History – S1-S3</u>	S1 – Scottish Wars of Independence- English sources vs Scottish sources and why they are biased. S2 - Propaganda. Which is the most convincing piece of Propaganda? S3 - Nazi Propaganda. Which is the most convincing piece of Propaganda?
	<u>LIT 3-16a / LIT 4-16a</u> <u>LIT 3-18a / LIT 4-18a</u>	<u>RMPS – S1-S3</u>	S2-S3 – Term 4. RBV assessment and Scottish Studies. S3 - S3 Elective - Morality and Conflict and RPQ - Evil and Suffering. S2 – Islam – term 1 – Muslim woman wearing the Hijab.
	<u>LIT 3-18a</u>	<u>Geography – S3</u>	S3 – Kenya Project
	<u>LIT 3-18a / LIT 4-18a</u>	<u>Modern Studies – S2-S3</u>	S2 Modern Studies – Rotation 1. Support and Oppose Enquiry Skills. S3 Modern Studies Term 3 – Media topic Look at bias and reliability of sources
<u>Languages</u>	<u>LIT 3-16a</u>	<u>S1-S3</u>	In recent years we have included an overall purpose question in our reading assessments for S1 and S2 .
<u>Sciences</u>	<u>LIT 3-18a / LIT 4-18a</u>	<u>S1-S3</u>	S3 Biology Stem Cells, Genetic Engineering debate tasks S2 Braes Anatomy – Organ Donation Debate, vaccines S2 The Environment – Climate Change S1 – Energy – Alternative Energy debate
<u>Pupil Support</u>	<u>LIT 3-16a / LIT 4-16a</u>	<u>S1-S3</u>	When supporting pupils in our learning spaces

			<p>we often ask them to pick out key information from any texts they are reading for any subject. We then are able to discuss these with learners and plan how to articulate their thoughts in written or verbal form.</p>
<p><u>Pastoral</u></p>	<p><u>LIT 3-16a / LIT 4-16a</u></p> <p><u>LIT 3-18a / LIT 4-18a</u></p>	<p><u>S1-S3</u> <u>Anti-Discrimination</u></p>	<p>Pupils are encouraged to share their thoughts and opinions on historic acts of discrimination, reflect on the impact this has had and discuss current situations where discrimination is still impacting on their lives. This encourages healthy debate about what is and isn't discrimination and how we can educate to prevent future prejudicial acts.</p>



Writing

The English and Media Faculty ensure that the experiences and outcomes for writing are delivered in the following ways throughout the BGE curriculum:

Enjoyment and choice

Pupils will be given an opportunity to write for a range of purposes and audiences, selecting an appropriate structure. They will be encouraged to develop their own writing style and understand the importance of a range of different texts for different audiences. Examples include:

- Newspaper reports
- Stories
- Poems
- Blogs – letters, diaries

Tools for Writing

Classwork will focus on making pupils aware of writing strategies and resources to ensure that they can communicate effectively both in and beyond their place of learning. These include:

- Complex punctuation
- Variety of sentence structures
- Linking phrases and topic sentences to ensure structure
- Reviewing and editing independently
- Spelling strategies

[Creative writing - 3rd level English - BBC Bitesize](#)

Organising and Using Information

In order to write a range of different texts, pupils must take notes and organise information. Pupils do this by:

- Using iPads and other Library resources to source relevant information
- Organising and planning ideas to convey a structured line of thought
- Acknowledging sources and references

Creating texts

Pupils will create a variety of short and extended texts within the BGE course which will mirror the Folio requirements of the senior school phase. These are structured around a range of different types of writing and include:

- Creative – imaginative, descriptive, personal and reflective
- Discursive – argumentative and persuasive
- Report – factual, informative, newspaper

<https://thinkwritten.com/writing-prompts-for-kids/>



Writing

Enjoyment and Choice

LIT 3-20a / LIT 4-20a

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

The Enjoyment and Choice outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-20a / LIT 4-20a</u>	<u>S1-S3 Drama</u>	S1 Arabian Nights- Writing in role/persuasion Macbeth- Theatre Arts booklet. S2 Silent movies- telling a story through movement. S3 Performance Skills
<u>Health and Wellbeing</u>	<u>LIT 3-20a / LIT 4-20a</u>	<u>PE – S1-S3</u>	Match Report task – Variation of this for S1 and S2
	<u>LIT 3-20a / LIT 4-20a</u>	<u>HE – S1-S3</u>	Various presentations in class.
<u>Technologies</u>	<u>LIT 3-20a / LIT 4-20a</u>	<u>S2 Computer Studies</u>	S2 - Games development - Creation of their own games using a narrative of their choice.
<u>Humanities</u>	<u>LIT 3-20a / LIT 4-20a</u> <u>LIT 3-21a / LIT 4-21a</u>	<u>RMPS– S1-S3</u>	S1 – Creation Stories – Term one - Creating own text on their own creation stories. S3 – Global issues – Term 3 - Creating a text of their choosing to explain issues in China. S3 Elective – Morality and war – poetry, art piece or prose.
	<u>LIT 3-20a / LIT 4-20a</u>	<u>Geography – S1</u>	S1 – Population Project S1 – Rural NC500 Poster

<u>Sciences</u>	<u>LIT 3-20a / LIT 4-20a</u>	<u>S1-S3</u>	S2 Physics -Space – Planets (poster). S3 Physics – Electrical safety (academic challenge).
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Writing

Tools for Writing

LIT 3-21a

I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.

LIT 4-21a

I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.

LIT 3-22a / LIT 4-22a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.

LIT 3-23a

Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.

LIT 4-23a

Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.

LIT 3-24a

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.

LIT 4-24a

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.

The Tools for Writing outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-21a</u>	<u>S1-S3 Drama</u>	<p>S1 Arabian Night-writing in role. Performance & evaluation Macbeth- Presenting evaluating.</p> <p>S2 Silent Movie- Mime and movement skills. Creating a character/ telling a story through movement. Socio Drama- performance evaluation.</p> <p>S3 Evaluation for all units.</p>
	LIT 3-21a	<u>S1-S3 Art</u>	<p>S1 Evaluation of folio</p> <p>S2 Evaluation of folio</p> <p>S3 Evaluation of folio</p>
	<u>LIT 3-23a</u>	<u>S1- S3 Drama</u>	<p>S1 Arabian Night-writing in role.</p> <p>S2 Both units creating a storyline.</p> <p>S1,S2 and S3- Performance evaluation for all units</p>

<u>Health and Wellbeing</u>	<u>LIT 3-21a / LIT 4-21a</u>	<u>PE – S1-S3</u>	Match Report task – Variation of this for S1 and S2, S3 Core and Elective written work in assessment booklets.
	<u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u> <u>LIT 3-24a / LIT 4-24a</u>	<u>HE – S1-S3</u>	Various presentations in class. S3 Practical Cookery work.
<u>Technologies</u>	<u>LIT 3-21a / LIT 4-21a</u>	<u>Admin S1-S2</u>	Faculty focus on ensuring technical words are spelt correctly
	<u>LIT 3-24a / LIT 4-24a</u>		S1 and S2 Admin units- Formal document layouts
<u>Humanities</u>	<u>LIT 3-21a / LIT 4-21a</u> <u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u> <u>LIT 3-24a / LIT 4-24a</u>	<u>History – S1-S3</u>	S1 – S3 – All courses contain extensive written work. This gives the pupils the opportunity to develop their writing skills.
	<u>LIT 3-21a / LIT 4-21a</u> <u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u> <u>LIT 3-24a / LIT 4-24a</u>	<u>RMPS – S1-S3</u>	All S1 to S3 courses across all terms - For example, Describe and explain questions. Writing reports, extended answers, short responses; N3 assessments – reviewing and editing answers to meet the standards required. The department uses self-evaluation to help pupils review their work; RBV assessments, Scottish Studies Reports.
	<u>LIT 3-21a / LIT 4-21a</u>	<u>Geography – S1-S3</u>	S1 – Rural Glossary – ‘speak like a Geographer’ S3 – Rivers assessment peer marking
			S3 – John Muir Award –

			<p>presenting information on a Sway or a poster</p> <p>S3 – Breaking down types of questions to ensure that the q is being answered accurately</p> <p>S3 – John Muir presentation of discovery day</p>
	<u>LIT 3-21a / LIT 4-21a</u> <u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u> <u>LIT 3-24a / LIT 4-24a</u>	<u>Modern Studies – S1-S3</u>	<p>S2 Modern Studies – Rotation 1. Terrorism Report.</p> <p>S3 Modern Studies - Example: Gun Crime or Snowdrop campaign report</p> <p>S3 Modern Studies - Newspaper article on experience</p>
<u>Languages</u>	<u>LIT 3-21a / LIT 4-21a</u>	<u>S1-S3</u>	At all stages in BGE we encourage pupils to use the resources at their disposal to check spelling (initially vocab booklet and text book, later dictionary).
	<u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u>	<u>S1-S3</u>	In BGE at least once a year pupils have to produce an extended piece of writing and in the preparation for this, we discuss planning, punctuation and paragraphs. This is done as a first draft which is then annotated by the teacher which allows pupils to review and edit.
<u>Sciences</u>	<u>LIT 3-21a / LIT 4-21a</u> <u>LIT 3-22a / LIT 4-22a</u> <u>LIT 3-23a / LIT 4-23a</u> <u>LIT 3-24a / LIT 4-24a</u>	<u>S1-S3</u>	<p>Emphasis throughout BGE Sciences on correct spelling of terminology and correct vocabulary</p> <p>S1-S3 Experimental report writing is embedded across all subjects</p> <p>S1 Matter/S2 Physics – Reviewing methods for experimental reports.</p>

			<p>S1-3 writing up experiments in Chemistry</p> <p>S1 Living things report – Pupils produce a report on a chosen living thing and must meet set criteria such as including the correct information and making it interesting to others.</p> <p>S2 chemical reactions investigation</p>
<u>Pupil Support</u>	<p><u>LIT 3-21a / LIT 4-21a</u></p> <p><u>LIT 3-23a / LIT 4-23a</u></p>	<u>S1-S3</u>	<p>We can support the spelling of pupils through a range of resources such as dictation apps and transcription.</p> <p>Often when pupils are working in The Shore staff will regularly review any written work with them, asking pupils to explain what they are trying to write and talking about how they can structure this in a written format.</p>
<u>Pastoral</u>	<p><u>LIT 3-21a / LIT 4-21a</u></p> <p><u>LIT 3-23a / LIT 4-23a</u></p>	<u>S1 – S3 Mental Health Award</u>	<p>Young people can select to present their assessment evidence in whatever format they would like. This has included tik tok videos, posters, videos, leaflets, animations, drawings</p>



Writing

Organising and Using Information

LIT 3-25a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.

LIT 4-25a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.

LIT 3-26a / LIT 4-26a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

The Organising and Using Information outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-25a</u>	<u>S1-S3 Drama</u>	S1 Arabian Night-writing in role. S2 Both units creating a storyline. S1,2,3 -Performance evaluation for all units
<u>Health and Wellbeing</u>	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>HE - S3</u>	S3 Practical cookery – Time plans
<u>Humanities</u>	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>History S1-S3</u>	S1 – S3 All courses contain extensive written work. This gives the pupils the opportunity to develop their writing skills.

	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>RMPS – S1-S3</u>	<p>Across many units in S1 to S3. This is a key skill required by RMPS. S1 – Philosophy Term 1 Using information to research and organised information to create an advert.</p> <p>S1 term 2 – Creation Stories - developing ideas to create a personal creation story.</p> <p>S2 – Islam - Term 1 – The assessment, and Five pillars lesson.</p> <p>S2 - Life after death - Term 2 – Monotheistic view of Life after Death,</p>
	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>Geography – S1 – S3</u>	<p>Revision Lessons (S1, S2, S3)</p> <p>S3 – Kenya Posters including facts, graphs, images etc.</p> <p>S3 – Kenya project – pupils successfully selecting ideas with details</p>
	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>Modern Studies – S1 – S3</u>	<p>S1 Modern Studies- democracy course- role MSP research task</p> <p>S1 Modern Studies- nuclear power- country profile</p> <p>S2 Modern Studies – Rotation 1. Terrorism Report.</p> <p>S3 Modern Studies: report writing Example: Gun Crime or Snowdrop campaign report</p>
<u>Sciences</u>	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>S1-S3</u>	<p>S1-3 all courses. Pupils encouraged to reference their sources at a level which is appropriate.</p> <p>S2 Physics - Space – Planets research to allow understanding of the scale of the solar system.</p> <p>S3 Physics – Electromagnetic Spectrum task which involves researching and also teaching peers.</p>

<u>Pastoral</u>	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>S1 – S3 BrAw</u>	All students use Class Notebook to retain and use information, including a record of their achievements for the Braes Award (BrAw)
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Writing

Creating Texts

LIT 3-28a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.

LIT 4-28a

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways

LIT 3-29a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.

LIT 4-29a

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence

The Creating Texts outcomes and experiences at levels 3 and 4 are currently being delivered by the following departments:

Faculty	Outcome	Stage	Context
<u>Creative</u>	<u>LIT 3-28a</u>	<u>S1-S3 Music</u>	S1 Music Research Project, midway through S1 Music Block S3 Music Technology Assignment Logs, completed throughout the year on an ongoing basis. S1,2,3 -Performance evaluation for all units
	<u>LIT 3-29a</u>	<u>S3 Music</u>	S3 Music Performing Skills Booklet, completed on an ongoing basis throughout the year.
		<u>S2 Art</u>	S2 What is Art?

<u>Health and Wellbeing</u>	<u>LIT 3-28a / LIT 4-28a</u>	<u>PE – S1-S3</u>	Match Report task – Variation of this for S1 and S2, S3 Core and Elective written work in assessment booklets
	<u>LIT 3-29a / LIT 4-29a</u>	<u>HE – S1-S3</u>	S3 Practical cookery – Time plans RDA Unit effect on health
<u>Humanities</u>	<u>LIT 3-25a / LIT 4-25a</u> <u>LIT 3-26a / LIT 4-26a</u>	<u>History S1-S3</u>	S1 – S3 All courses contain extensive written work. This gives the pupils the opportunity to develop their writing skills.
	<u>LIT 3-28a / LIT 4-28a</u> <u>LIT 3-29a / LIT 4-29a</u>	<u>RMPS – S1-S3</u>	Throughout courses from S1 to S3 . This is a key skill for the subject. For example: S2 – full year. This is a key skill required for all the courses. S3 - full year. This is a key skill required for the subject / N4 course. For example, exploring and expressing opinions on moral issues, evaluating beliefs, practices, and philosophical questions.
	<u>LIT 3-28a / LIT 4-28a</u> <u>LIT 3-29a / LIT 4-29a</u>	<u>Geography – S1 – S3</u>	S1 – Rural project S3 – John Muir discovery day presentation. S1 – Persuasion – Why should an alien visit Earth?
	<u>LIT 3-28a / LIT 4-28a</u> <u>LIT 3-29a / LIT 4-29a</u>	<u>Modern Studies – S2 – S3</u>	S2 Modern Studies – Rotation 1. Terrorism Report. S3 Modern Studies: report writing Example: Gun Crime or Snowdrop campaign report
<u>Sciences</u>	<u>LIT 3-28a / LIT 4-28a</u>	<u>S1-S3</u>	S3 Biology: Pupils try different methods to learn the stages of different processes. In Biology Pupils debate current issues using

	<u>LIT 3-29a / LIT 4-29a</u>	<p>their own opinions based on research e.g.</p> <p>S2 Braes Anatomy – Organ Donation Debate,</p> <p>S3 Biology Stem Cells, Genetic Engineering, natural disasters</p> <p>S1 – Risk factors in pregnancy, designer babies</p> <p>S1 - Energy – Pupils use information they have researched (including experimental results) to make their case for which energy company is the best one to supply energy to a particular community.</p> <p>S2 – burning issues – fractional distillation exercise.</p> <p>S3 Biology Stem Cells, Genetic Engineering, natural disasters.</p>
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