



Middle Years English

Curriculum Content

Middle Years English curriculum promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. Based on the English Cambridge curriculum itself, our 2-year English curriculum framework provides a solid foundation for further stages of education in Cambridge IGCSE **English as a First Language** in Year 9 and 10.

The curriculum is presented in five content areas:

- Spelling and Vocabulary
- Grammar and Punctuation
- Reading
- Writing
- Speaking and Listening

The curriculum encourages learners to be confident, creative and intellectually engaged, capable of applying their skills to respond to a range of information, media and text with enjoyment and understanding. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

Affiliations





Curriculum Content

Topic	Content
Spelling and Vocabulary	Spell correctly most words used. Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience. Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'. Use a dictionary and thesaurus effectively to further develop vocabulary.
Grammar and Punctuation	consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> • extending and applying the grammatical knowledge set out in English programs of study to analyze more challenging texts • studying the effectiveness and impact of the grammatical features of the texts they read • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
Reading	Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> • Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. • Choosing and reading books independently for challenge, interest and enjoyment. • Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. • understand increasingly challenging texts through: • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. • read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Affiliations





Writing	<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none">• well-structured formal expository and narrative essays• stories, scripts, poetry and other imaginative writing• notes and polished scripts for talks and presentations• a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarizing and organizing material, and supporting ideas and arguments with any necessary factual detail• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing• plan, draft, edit and proof-read through:• considering how their writing reflects the audiences and purposes for which it was intended• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness• Paying attention to accurate grammar, punctuation and spelling.
Speaking and Listening	<p>speak confidently and effectively, including through: using</p> <ul style="list-style-type: none">• Standard English confidently in a range of formal and informal contexts, including classroom discussion• giving short speeches and presentations, expressing their own ideas and keeping to the point• participating in formal debates and structured discussions, summarizing and/or building on what has been said

Affiliations

