



EAL PATHWAY

Taunton School Senior

2019/20

Revised: Autumn 2020





Taunton Senior School

Key Stage 3

Pupils in Year 9 have four lessons per week and continue to develop their skills across the four cornerstones of English literacy: Reading, Writing, Speaking and Listening. The focus is on building these skills to (CEFR) B2 level; this provides suitable preparation for the IGCSE ESL course whilst also helping students develop both interpersonal language skills and academic language and structures that will benefit them across the curriculum. At the end of the year, all students will take the *First* or *First for Schools* examination, which is part of the UCLES English Second Language suite of examinations. This examination provides a fully accredited and externally endorsed certificate of results, which identifies the student's English language proficiency across the four aforementioned skills.

Year 9 topics	Skills
<p>The course covers 14 units which promote knowledge, understanding and application of the following grammar elements and constructions:</p> <ul style="list-style-type: none"> • Parts of speech • Pronouns/Relative pronouns • Articles/Quantifiers • Modal/Auxiliary Verbs • Conjunctions • Prepositions • Reported & Direct Speech • Passive vs Active forms • Verb tenses • Punctuation • Phrasal Verbs • Gerunds • Countable/Uncountable Nouns 	<p>Reading and Use of English</p> <p>Students need to be able to understand a range of texts, including how they are organised and the opinions and attitudes expressed in them. The texts will be from sources familiar to school-aged learners, such as magazines, articles, fiction and advertisements, but targeted at the interests of students.</p> <p>Students' use of English will be tested by tasks which show how well they can control their grammar and vocabulary.</p> <p>Writing</p> <p>Students are required to be able to construct a variety of different text-types, including essays, articles, email/letters, reviews and stories.</p> <p>Listening</p> <p>Requires being able to follow and understand a range of familiar spoken materials, such as news programmes, public announcements and other sources, but targeted at the interests of school-aged learners.</p> <p>Speaking</p> <p>Students are taught how to produce spontaneous spoken language via classroom discussions and debates, and are also taught how to create and deliver a variety of presentations.</p>

Key Stage 4

IGCSE ESL is not an optional subject at KS4, unless a student has been studying an MFL in Year 9 and wishes to change to study 'ESL' in years 10 and 11; it is studied alongside First Language English (Language & Literature). Over the course of the two years, Students follow the EdExcel IGCSE English as a Second Language examination course.

Years 10 and 11 Topics	Skills
<p>A variety of topics are used in order to help students develop knowledge and skills in the following 'simple' grammar elements and structures (as well as more complex ones) which are integral to their development in English across the four skills:</p> <ul style="list-style-type: none"> • adjectives and adverbs • intensifiers (too, enough) • comparatives/superlatives 	<p>The aims and objectives of this qualification are to enable students to develop skills across the four key areas via:</p> <ul style="list-style-type: none"> • an understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes • an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts



<ul style="list-style-type: none"> • complex question tags • conditionals (0, 1, 2, 3) • discourse markers and linking words • future continuous • modals to express certainty, permission, possibility, probability, obligation, request, suggestion, willingness • past continuous • past perfect • past simple • phrasal verbs (inseparable) • present simple • present continuous • present perfect continuous • present perfect simple • past simple • reported speech (questions and statements) • passive (basic uses) • interrogative adverbs / wh- questions in the past • 'will' and 'going to' for future predictions • relative clauses. 	<ul style="list-style-type: none"> • the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices • the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies • the skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce • an understanding of the nature of language in different cultural contexts in order to build up competence in communication.
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Key Stage 5

In the 6th form, students study IB English B at both Higher Level (HL) and Standard Level (SL). The course develops skills across all four key areas whilst challenging students to fulfil their responsibilities as IB learners and explore a range of interesting and relevant topics and issues. Many of the students choose to write their Extended Essay in English. The course is fully integrated into the IB programme in Years 12 and 13.

<p style="text-align: center;">IB Topics & Thesmes</p> <p>Five prescribed themes are common to the syllabuses of language B; the themes provide relevant contexts for study, and opportunities for students to communicate about matters of personal, local or national, and global interest.</p> <p>The five prescribed themes are:</p> <ul style="list-style-type: none"> • Identities • Experiences • Human ingenuity • Social organization • Sharing the planet 	<p>Skills</p> <p>Students develop receptive and productive skills in a variety of ways by accessing and responding to a diverse variety of media and texts, both oral and written.</p> <p>In terms of written outcomes, the course, in general, focuses on the following text-types:</p> <ul style="list-style-type: none"> • Advertisement • Article (newspaper, magazine) • Blog • Brochure • Film • Interview • Leaflet • Literature (for example, a selection of novels) • News report • Opinion column/editorial • Pamphlet • Podcast • Poster • Public commentary (editorial/ readers' letters) • Radio programme • Review • Speech • Travel guide • Web page
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