

<p><b>SUBJECT DESCRIPTION</b></p>	<p>Language and literacy are of personal, social and economic importance. Learners’ ability to use language lies at the centre of the development and expression of their emotions, thinking, learning and sense of personal identity. The skills honed in English will be crucial, not only throughout the pupil’s school career, but beyond.</p>
<p><b>COURSE CONTENT</b></p>	<p>In S3, pupils will continue to progress through CfE levels appropriate to each individual, building on their achievements in S2. Building on the four capacities, the course will enable learners to communicate, be critical thinkers, develop cultural awareness and be creative through the study of a wide variety of texts in different media. They will be given opportunities to further develop their appreciation of Scotland’s literary and linguistic heritage.</p> <p>Every pupil in S3 will embark upon a 'Value-Added' unit of work in preparation for the transition to National 4 or 5 in S4. This unit will allow them to demonstrate their skills in all areas of the English curriculum - Reading, Writing, Talk and Listening – in addition to helping to inform teachers and pupils as to which course will be the most appropriate for them as they approach S4.</p> <p>The course will provide all learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, life and work; to develop their ability to communicate their thoughts and feelings and respond to those of other people, and to use different media effectively for learning and communication. Not only will this will prepare them for National Qualifications but it will encourage the development of core transferrable skills.</p>
<p><b>PROGRESSION &amp; PATHWAYS</b></p>	<p>Progress from English includes opportunities for moving on to:</p> <ul style="list-style-type: none"> <li>• English (National 3)</li> <li>• English (National 4)</li> <li>• English (National 5)</li> <li>• Literacy Unit (SCQF level 5)</li> </ul> <p><b>Further information can be found on SQA’s website (<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>)</b></p>