

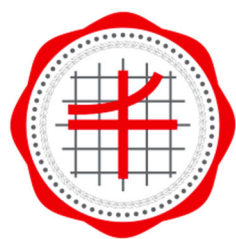


Satit Prasarnmit
International Programme

Curriculum Pathways

English Department

We Are SPIP



Satit Prasarnmit International Programme

Curriculum Pathway Academic Year 2025/26 Department: English

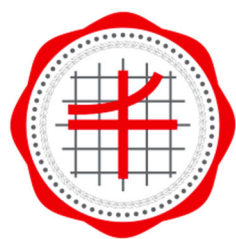
Department Details	Assessment Types
Subject: English as a Second Language Head of Department: Dominic Jacques Head of Department Email: dominic.ja@spip.in.th Subject Teachers: Alex Warren, Daniel Cracknell, David Wolf, Dominic Jacques, Lauren Scott	Assessment Type 1: Written assessments (summaries, letters, 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
	Assessment Type 6: Grammar review

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
7	1	Making connections Time to Celebrate Active Grammar Level 1 <i>George's Marvellous Medicine (Reading)</i>	<ul style="list-style-type: none">Students will learn the customs of meeting and greeting including special greetings and social expressionsStudents will learn customs of gift-giving and famous gifts in historyStudents will be able to express their social lives including life at schoolStudents will learn first impressions including how to express the first few weeks at schoolStudents will conduct surveys and gather data through communicationStudents will learn about word class, word order, present continuous, present perfect, present simple statements (negatives and questions), and various past tense forms.
	2	The great outdoors Sports and games Active Grammar Level 1	<ul style="list-style-type: none">Students will use words and phrases for outdoor activities and equipmentStudents will learn how to utilize information on related topics: New ZealandStudents will write persuasively for an advert for outdoor activities.Learn about basic weather and their characteristicsLearn about extreme weather events and their effects around the worldLearn 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	Success In the News The Digital World Active Grammar Level 1	<ul style="list-style-type: none">Learn about different shops and services offered in a communityLearn about the differences between town and country and make comparisonsStudents will learn about being a responsible citizen in their communityStudents will learn about different types of festivals around the world and how they are celebrated, traditions and celebrationsStudents will learn how to use various determiners (<i>some, any, no, none, etc.</i>), articles, and <i>if</i> clauses
8	1	Reading: The Witches by Roald Dahl Active Grammar Level 1	<ul style="list-style-type: none">Students will build their reading comprehension skills through narration, vocabulary building, and deconstructing content within a story.Students will learn how to write fact files using a growing range of appropriate subject-specific vocabulary and syntax to talk about related topics.

		Unit 1: Languages of the World	<ul style="list-style-type: none"> Students will be able to explain advantages and disadvantages of ideas, plans and arrangements on a limited range related topics Students will learn about which languages are spoken where. Students will be able to complete a table of countries and national language.
	2	Unit 3: Our society Unit 4: Advertising Active Grammar Level 1	<ul style="list-style-type: none"> Focus on prepositions and conditionals and relate them to communities Be able to discuss ways to improve neighbourhoods Be able to listen to excerpts regarding what makes nations happy Be able to use a wide range of modal forms, for a range of functions, on a range of general and curricular topics Interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks. Be able to use formal and informal registers in their talk on a growing range of related topics Focus on verbs and prepositions followed by <i>-ing</i> structures Use advertising language to sell a product to the class Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.
	3	Unit 7: Historical Figures Unit 9: Music Active Grammar Level 1	<ul style="list-style-type: none"> Write a short biography of a historical figure Use discourse markers to help conversations sound natural Use a growing range of dependent prepositions following adjectives Create survey and write personal accounts of what music means to people Students will be able to modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge Recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support 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.
9	1	Literature: Boy in the Striped Pyjamas Grammar: various	<ul style="list-style-type: none"> Students will read various articles related to families, and write a short paragraph regarding their own lives Students will develop their reading and listening comprehension skills through the chosen text PEE paragraphs will be written on numerous occasions throughout the literature unit Students will write a book review using the structure shown and including specific vocabulary Speaking presentations (group and individual) about the chosen characters will be given, focusing on pronunciation and development of ideas Grammar will focus on past simple and continuous, present simple and continuous, will and going to, present perfect and continuous, modals, and question forms.
	2	Unit 1: Views and voices Unit 2: Well-being Grammar: various	<ul style="list-style-type: none"> Students will write a guide to non-verbal communication based on a short article Numerous writing skills to be assessed, including emails. Note taking and summary writing Students will focus on skills to improve reading and listening comprehension, including identifying keywords, and skimming and scanning Students will gain knowledge of how to form opinions, speak at length about role models and happiness. Grammar will focus on phrasal verbs, linking verbs, quantifiers, pronouns, and prepositions.
	3	Unit 3: Tourism Unit 8: The environment Grammar: Various	<ul style="list-style-type: none"> Students will learn the structure of a travel blog, and write their own based on personal experience. Students will learn key debating skills and focus on the question “Is tourism a good thing?” Students will read various short articles related to the environment, and develop their vocabulary with relation to the weather, climate change and eco products. Students will listen to talks about climate change for gist and identifying specific details Grammar will focus on adjectives, comparatives, superlatives, and adverb and adverb phrases
10 IGCSE	1	Unit 1: Sports and free time Literature: The Breadwinner Grammar: Various	<ul style="list-style-type: none"> Students will focus on open response reading comprehension, and learn the techniques to identify specific details Listening skills will include identifying keywords in questions, and listening for specific details Students will write a letter according to the characters in the book, using a specific structure and vocabulary Reading and listening assessments will take place throughout the term based on the chosen text. This will look in more detail at identifying question words and what type of answer is required. Reading skills will also look at colloquial language, and describing in detail Speak in depth about sport and communities, and present to their peers Grammar will focus on present simple and continuous, past simple and continuous, present and past perfect, present and past perfect continuous, and future forms.

	2	Unit 11: Human Achievement Unit 12: Organizations and volunteers Grammar: Various	<ul style="list-style-type: none"> Students will write articles related to communities and young people. Students will become familiar with the structure of an iGCSE speaking test, and complete exam style questions related to achievements Listening skills will be developed further through hearing short extracts and responding appropriately. Reading and listening assessments (iGCSE exam-style) will be conducted throughout the units of work. Grammar will include passive voice, conditionals, and indirect statements and questions.
	3	Unit 16: Animal life	<ul style="list-style-type: none"> Students will write essays/articles, demonstrating an understanding of a range of features of this form of writing, including appropriate structure, style and language. A charity will be chosen for the students to help promote, including posters and writing reports on their experience using the iGCSE style. Speaking skills will be developed further by talking at length about topics and using different sentence starters. Reading and listening skills will be assessed through articles and interviews related to animal welfare. Grammar will focus on refining and non-defining relative clauses, word formation, linking words, and unit reviews.
11 IGCSE	1	Unit 17: The environment iGCSE exam preparation Grammar: Tenses review	<ul style="list-style-type: none"> Students will learn the structure for a review to write about an environmental project Students will read several iGCSE answers related to summary and article writing, and will be assessed on their own responses Reading questions (iGCSE style) will be practiced, focusing on comprehension note-taking. Students will complete an iGCSE listening exam, and learn ways to identify keywords and synonyms. Tips and tricks will be given about scoring highly on the speaking exam, with a number of practice scenarios completed. Grammar will review present simple and continuous, past simple and continuous, present and past perfect, present and past perfect continuous, and future forms.
	2	Unit 19: Lifestyles iGCSE exam preparation	<ul style="list-style-type: none"> Students will review the structure and language required for article writing based on food production. The main focus being on formal/informal language, audience and complex sentences. Letter writing will be reviewed, focusing on informal language, structure and identifying the audience. A large number of iGCSE past papers will be given during this time. Students will need to focus on completing questions under timed conditions. More focus will be given to developing ideas for the speaking assessment, and using a high level of vocabulary. Both peer and teacher feedback will be given during this time. Students will review techniques for the reading exam. This will include reading for gist, skimming and scanning, and identifying synonyms.
	3	Study leave and iGCSE exams	
12 Academic English	1	Overview of the IAS English General Paper Understanding and Applying Analysing and Evaluating	<ul style="list-style-type: none"> Learn the foundational key skills of writing and critical reading that need to be developed during the course Explore the content of the syllabus and what we aim to achieve: using English in a broad range of contemporary topics. Develop a wider awareness and knowledge of contemporary issues through reading Develop skills of independent reasoning; interpretation; analysis; evaluations; and persuasion. Students will familiarise themselves with what the assessment objectives of the exam: Selecting and applying information, Analysing and evaluating information, and communicating using written English Build on the skills needed for efficient, effective summary and explanations of what students read. Understand how ideas are organised, connected and ordered. Explaining ideas in students' own words. Develop strategies for generating ideas; dealing with timed writing situations; and how to organise ideas before drafting a response. Enhance the quality of ideas through analysis Determine the scope and limits of questions through interpretation of language as well as understand questions that use complex wording and unfamiliar vocabulary. Explore what an argument is and how to appeal to an audience, how to develop a well-reasoned argument and how to build credibility as a writer. Explore how discursive writing differs from other forms of writing, including organisational approaches. Draw interim conclusions and then build on these whilst developing solutions in final conclusions.

	2	Essential Language Skills Skills review & further study	<ul style="list-style-type: none">• Students will review the parts of speech• Students will find out why formal grammar in English is important• Students will learn about the most common writing errors• Students will edit their own written work, and the work of other students, to help improve their use of English• Students will add complexity to their writing• Students will practice reviewing, editing and revising their writing <ul style="list-style-type: none">• Students will choose essay questions and interpret instructions• Students will practice generating and organising ideas• Students will develop skills to maintain focus on the question throughout their essay• Students will learn how to support the points they make• Students will express ideas and develop their style• Students will consider their audience when speaking/writing
	3	Study leave and IAS Exams	



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Curriculum Pathway Academic Year 2024-25 Department: English

Department Details	Assessment Types
Subject: English First Language and English Literature Head of Department: Dominic Jacques Head of Department Email: dominic.ja@spip.in.th Subject Teacher: Ceara Hamm , Alex Warren , Lauren Frances Scott	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: Coraline by Neil Gaiman	<ul style="list-style-type: none">• Introduction to a new genre and style of writing.• Study of fantasy horror genre.• How to create mood and atmosphere.• Character development in narrative.• Development of theme and plot in narrative.• Vocabulary and phrase introduction.• Identifying literary devices.• Language analysis for effect on the reader.• Study of figurative, descriptive and narrative writing styles.
	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	Grammar in prose Structuring poetry Character study and reports Linking words and sentences Year review	<ul style="list-style-type: none">• 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• 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	Reading: The Hunger	<ul style="list-style-type: none">• Introduction to a new genre and style of writing.

		Games by Suzanne Collins	<ul style="list-style-type: none"> • Study of dystopian genre. • How to create mood and atmosphere. • Character development in narrative. • Development of theme and plot in narrative. • Vocabulary and phrase introduction. • Identifying literary devices. • Language analysis for effect on the reader. • Study of figurative, descriptive and narrative writing styles.
	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> <p>Year review</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: Medusa by Jessie Burton</p> <p>Mythological/ Fantasy story-writing</p>	<ul style="list-style-type: none"> • Introduction to a new genre and style of writing - exploring a retelling of a classic Greek myth • How to create mood and atmosphere. • Character development in narrative. • Development of theme and plot in narrative. • Identifying literary devices and exploring the effect created • Language analysis for effect on the reader. • Study of figurative, descriptive and narrative writing styles. • Creative writing: students will have an opportunity to write their own myth or create their own retelling of a well-known myth
	2	<p>Examining different text types</p> <p>Figurative language and how to identify it</p> <p>Varying sentence structures</p> <p>Narrative writing: Narrative perspective and viewpoint</p> <p>Non-fiction: Article writing and persuasive speeches</p> <p>Presenting an effective oral argument</p>	<ul style="list-style-type: none"> • Study of a variety of text types and how they are individually effective • Understanding how to use narrative viewpoint and perspective for effect • Students will work on plot and character development in their narrative writing • 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 and persuade • Writing to inform • Speaking formally and effectively relating to a variety of topics • Students will work on key areas of written communication including coherence and cohesion, vocabulary and grammatical range, and accuracy in both academic and creative writing.
	3	Shakespearean Play: Romeo and Juliet	<ul style="list-style-type: none"> • Exploring and analysing a Shakespearean play (Romeo and Juliet) through drama • Understanding and analyzing Early Modern English

		<p>Narrative Writing</p> <p>Skill revision</p> <p>Year review</p>	<ul style="list-style-type: none"> ● Practice analyzing language and structure ● Develop analysis skills and practice writing analytically ● Grammar focus: Pronouns, imperative verbs, modal verbs, emotive language ● Skill summarization and reflection ● EOY Exam revision and preparation
10 IGCSE	1	<p>Reading Skills and Strategies</p> <p>Reading for Comprehension</p> <p>Summary Writing</p> <p>Analysing and explaining writers' effects (Language Analysis)</p>	<ul style="list-style-type: none"> ● Using reading skills in writing to find specific information ● Exploring a range of fiction and non-fiction texts ● Reading for comprehension ● Reading for inference ● Using different strategies to build vocabulary through reading ● Summarising reading texts ● Explaining the effects of writers' language choices ● Exploring how words and phrases influence a reader ● Understanding how writers use figurative language to create effects ● Analysis of non-fiction writing and using evidence in responses ● Writing and speaking to argue and persuade, key skills and techniques ● Initial practice that will be built upon later for iGCSE exams.
	2	<p>Coursework production</p> <p>Descriptive Writing</p>	<ul style="list-style-type: none"> ● Descriptive practice: students will write pieces of their own, following closely the criteria of the coursework mark scheme for 0500 ● 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, the descriptive piece will be drafted, edited, re-written, and submitted during this time ● Understanding the core differences between descriptive and narrative and how to write both effectively ● Writing to describe will be assessed in the form of a coursework-size piece of writing by students. 500-800 words, topics will be decided by students
	3	<p>Coursework production</p> <p>Narrative Writing</p>	<ul style="list-style-type: none"> ● Narrative practice, students will write pieces of their own, following closely the criteria of the coursework mark scheme for 0500 ● Developing key narrative writing skills (Ability to create setting, character, plot, dialogue, etc.) ● Developing and using writing skills related to coursework topics and submission ● Developing fluency in reading, writing, speaking, and vocabulary ● Students will produce their coursework during this term, the narrative piece will be drafted, edited, re-written, and submitted during this time ● Writing to narrate will be assessed in the form of a coursework-size piece of writing by students. 500-800 words, topics will be decided by students
10 Literature in English	1	<p>Poetry Anthology: Songs of Ourselves Volume 2, Part 3</p> <p>Prose: 'Hullabaloo in the Guava Orchard' by Kiran Desai</p>	<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 ● Students will apply critical reading skills to 'Hullabaloo in the Guava Orchard' by Kiran Desai ● 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 ● Students will develop analytical writing skills and understand how to write an academic essay
	2	<p>Prose: 'Hullabaloo in the Guava Orchard' by Kiran Desai</p> <p>Unseen prose practice</p>	<ul style="list-style-type: none"> ● Students will continue their study of 'Hullabaloo in the Guava Orchard' ● Students will apply critical reading skills to 'Hullabaloo in the Guava Orchard' by Kiran Desai ● 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 ● Students will develop analytical writing skills and understand how to write an academic essay ● Students will use their analysis skills to explore, understand and analyse unseen prose extracts
	3	<p>Poetry Anthology: Songs of Ourselves Volume 2, Part 3</p> <p>Drama: 'A Midsummer Night's Dream' by William Shakespeare</p> <p>Exam practice</p>	<ul style="list-style-type: none"> ● Students will continue their study of poetry ● Students will look at the language, form, and structure of poetry ● Students will apply critical reading skills to 'A Midsummer Night's Dream' ● Students will explore and analyze the language, form and structure of the play ● Students will develop an understanding of the cultural and historical context of 'A Midsummer Night's Dream' by William Shakespeare ● Students will practice writing about 'A Midsummer Night's Dream' in the style of an academic essay / exam questions ● Developing and practicing essay writing under timed exam-style conditions

11 IGCSE	1	Coursework production Persuasive Writing: Responding to a non-fiction text	<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 Using data and statistics in responsive writing as evidence Using data and statistics in responsive writing as evidence Analysis of persuasive and argumentative pieces of writing, examples of techniques used Responsive writing, using skills learned on effective methods including evidence, persuasion, and argumentation 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
	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 Summary work, including the structure and formality Writing techniques, covering all previous work Exam outline, practice, and skills needed Past paper 0500 practice, skills, and areas for improvement assessed individually and as a class
	3		Exam period
11 Literature in English	1	Poetry Anthology: Songs of Ourselves Volume 2, Part 3 Drama: ‘A Midsummer Night’s Dream’ by William Shakespeare Unseen Poetry/ Prose practice	<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 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 Students will use their analysis skills to explore, understand and analyse unseen prose extracts
	2	Poetry Anthology: Songs of Ourselves Volume 2, Part 3 Drama: ‘A Midsummer Night’s Dream’ by William Shakespeare Exam practice	<ul style="list-style-type: none"> Students will finish their study of poetry. Students will complete their study of ‘A Midsummer Night’s Dream’ Students will revise examined literature texts (Poetry Anthology, ‘The War of the Worlds’ and ‘A Midsummer Night’s Dream’) Students will practise unseen poetry and prose 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
	3		Exam period



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