



Satit Prasarnmit  
International Programme

Curriculum Pathways

**English  
Department**

**We Are SPIP**

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Department Details	Assessment Types
Subject: English as a Second Language  Head of Department: Dominic Jacques  Head of Department Email: <a href="mailto:dominic.ja@spip.in.th">dominic.ja@spip.in.th</a>  Subject Teachers: Alex Warren, David Wolf, Dominic Jacques, Jonathan Lewis, 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"> <li>Students will learn the customs of meeting and greeting including special greetings and social expressions</li> <li>Students will learn customs of gift-giving and famous gifts in history</li> <li>Students will be able to express their social lives including life at school</li> <li>Students will learn first impressions including how to express the first few weeks at school</li> <li>Students will conduct surveys and gather data through communication</li> <li>Students will learn about word class, word order, present continuous, present perfect, present simple statements (negatives and questions), and various past tense forms.</li> </ul>
	2	The great outdoors  Sports and games  Active Grammar Level 1	<ul style="list-style-type: none"> <li>Students will use words and phrases for outdoor activities and equipment</li> <li>Students will learn how to utilize information on related topics: New Zealand</li> <li>Students will write persuasively for an advert for outdoor activities.</li> <li>Learn about basic weather and their characteristics</li> <li>Learn about extreme weather events and their effects around the world</li> </ul>

			<ul style="list-style-type: none"> <li>Learn about question tags, prepositional &amp; phrasal verbs, verbs with two objects, modal verbs, Yes/No Questions and short answers, and Open-ended question forms (when, where, why, how, whose?)</li> </ul>
	3	<p>Success</p> <p>In the News</p> <p>The Digital World</p> <p>Active Grammar Level 1</p>	<ul style="list-style-type: none"> <li>Learn about different shops and services offered in a community</li> <li>Learn about the differences between town and country and make comparisons</li> <li>Students will learn about being a responsible citizen in their community</li> <li>Students will learn about different types of festivals around the world and how they are celebrated, traditions and celebrations</li> <li>Students will learn how to use various determiners (<i>some, any, no, none, etc.</i>), articles, and <i>if</i> clauses</li> </ul>
8	1	<p>Reading: The Witches by Roald Dahl</p> <p>Active Grammar Level 1</p> <p>Unit 1: Languages of the World</p>	<ul style="list-style-type: none"> <li>Students will build their reading comprehension skills through narration, vocabulary building, and deconstructing content within a story.</li> <li>Students will learn how to write fact files using a growing range of appropriate subject-specific vocabulary and syntax to talk about related topics.</li> <li>Students will be able to explain advantages and disadvantages of ideas, plans and arrangements on a limited range related topics</li> <li>Students will learn about which languages are spoken where.</li> <li>Students will be able to complete a table of countries and national language.</li> </ul>
	2	<p>Unit 3: Our society</p> <p>Unit 4: Advertising</p> <p>Active Grammar Level 1</p>	<ul style="list-style-type: none"> <li>Focus on prepositions and conditionals and relate them to communities</li> <li>Be able to discuss ways to improve neighbourhoods</li> <li>Be able to listen to excerpts regarding what makes nations happy</li> <li>Be able to use a wide range of modal forms, for a range of functions, on a range of general and curricular topics</li> <li>Interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks.</li> <li>Be able to use formal and informal registers in their talk on a growing range of related topics</li> <li>Focus on verbs and prepositions followed by <i>-ing</i> structures</li> </ul>

			<ul style="list-style-type: none"> <li>● Use advertising language to sell a product to the class</li> <li>● Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.</li> </ul>
	3	Unit 7: Historical Figures  Unit 9: Music  Active Grammar Level 1	<ul style="list-style-type: none"> <li>● Write a short biography of a historical figure</li> <li>● Use discourse markers to help conversations sound natural</li> <li>● Use a growing range of dependent prepositions following adjectives</li> <li>● Create survey and write personal accounts of what music means to people</li> <li>● Students will be able to modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge</li> <li>● Recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts</li> <li>● Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support</li> <li>● Use a growing range of gerunds as objects and subjects</li> <li>● Use a range of reported speech forms on a range of general and curricular topics.</li> </ul>
9	1	Literature: Boy in the Striped Pyjamas  Grammar: various	<ul style="list-style-type: none"> <li>● Students will read various articles related to families, and write a short paragraph regarding their own lives</li> <li>● Students will develop their reading and listening comprehension skills through the chosen text</li> <li>● PEE paragraphs will be written on numerous occasions throughout the literature unit</li> <li>● Students will write a book review using the structure shown and including specific vocabulary</li> <li>● Speaking presentations (group and individual) about the chosen characters will be given, focusing on pronunciation and development of ideas</li> <li>● Grammar will focus on past simple and continuous, present simple and continuous, will and going to, present perfect and continuous, modals, and question forms.</li> </ul>

	2	<p>Unit 1: Views and voices</p> <p>Unit 2: Well-being</p> <p>Grammar: various</p>	<ul style="list-style-type: none"> <li>• Students will write a guide to non-verbal communication based on a short article</li> <li>• Numerous writing skills to be assessed, including emails. Note taking and summary writing</li> <li>• Students will focus on skills to improve reading and listening comprehension, including identifying keywords, and skimming and scanning</li> <li>• Students will gain knowledge of how to form opinions, speak at length about role models and happiness.</li> <li>• Grammar will focus on phrasal verbs, linking verbs, quantifiers, pronouns, and prepositions.</li> </ul>
	3	<p>Unit 3: Tourism</p> <p>Unit 8: The environment</p> <p>Grammar: Various</p>	<ul style="list-style-type: none"> <li>• Students will learn the structure of a travel blog, and write their own based on personal experience.</li> <li>• Students will learn key debating skills and focus on the question "Is tourism a good thing?"</li> <li>• Students will read various short articles related to the environment, and develop their vocabulary with relation to the weather, climate change and eco products.</li> <li>• Students will listen to talks about climate change for gist and identifying specific details</li> <li>• Grammar will focus on adjectives, comparatives, superlatives, and adverb and adverb phrases</li> </ul>
10 IGCSE	1	<p>Unit 1: Sports and free time</p> <p>Literature: The Breadwinner</p> <p>Grammar: Various</p>	<ul style="list-style-type: none"> <li>• Students will focus on open response reading comprehension, and learn the techniques to identify specific details</li> <li>• Listening skills will include identifying keywords in questions, and listening for specific details</li> <li>• Students will write a letter according to the characters in the book, using a specific structure and vocabulary</li> <li>• 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.</li> <li>• Reading skills will also look at colloquial language, and describing in detail</li> <li>• Speak in depth about sport and communities, and present to their peers</li> <li>• Grammar will focus on present simple and continuous, past simple and continuous, present and past perfect, present and past perfect continuous, and future forms.</li> </ul>
	2	<p>Unit 11: Human Achievement</p>	<ul style="list-style-type: none"> <li>• Students will write articles related to communities and young people.</li> <li>• Students will become familiar with the structure of an iGCSE speaking test, and complete exam style</li> </ul>

		<p>Unit 12: Organizations and volunteers</p> <p>Grammar: Various</p>	<p>questions related to achievements</p> <ul style="list-style-type: none"> <li>• Listening skills will be developed further through hearing short extracts and responding appropriately.</li> <li>• Reading and listening assessments (iGCSE exam-style) will be conducted throughout the units of work.</li> <li>• Grammar will include passive voice, conditionals, and indirect statements and questions.</li> </ul>
	3	<p>Unit 16: Animal life</p>	<ul style="list-style-type: none"> <li>• Students will write essays/articles, demonstrating an understanding of a range of features of this form of writing, including appropriate structure, style and language.</li> <li>• A charity will be chosen for the students to help promote, including posters and writing reports on their experience using the iGCSE style.</li> <li>• Speaking skills will be developed further by talking at length about topics and using different sentence starters.</li> <li>• Reading and listening skills will be assessed through articles and interviews related to animal welfare.</li> <li>• Grammar will focus on refining and non-defining relative clauses, word formation, linking words, and unit reviews.</li> </ul>
11 IGCSE	1	<p>Unit 17: The environment</p> <p>iGCSE exam preparation</p> <p>Grammar: Tenses review</p>	<ul style="list-style-type: none"> <li>• Students will learn the structure for a review to write about an environmental project</li> <li>• Students will read several iGCSE answers related to summary and article writing, and will be assessed on their own responses</li> <li>• Reading questions (iGCSE style) will be practiced, focusing on comprehension note-taking.</li> <li>• Students will complete an iGCSE listening exam, and learn ways to identify keywords and synonyms.</li> <li>• Tips and tricks will be given about scoring highly on the speaking exam, with a number of practice scenarios completed.</li> <li>• Grammar will review present simple and continuous, past simple and continuous, present and past perfect, present and past perfect continuous, and future forms.</li> </ul>
	2	<p>Unit 19: Lifestyles</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Letter writing will be reviewed, focusing on informal language, structure and identifying the audience.</li> </ul>

		iGCSE exam preparation	<ul style="list-style-type: none"> <li>• A large number of iGCSE past papers will be given during this time. Students will need to focus on completing questions under timed conditions.</li> <li>• 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.</li> <li>• Students will review techniques for the reading exam. This will include reading for gist, skimming and scanning, and identifying synonyms.</li> </ul>
	3	Study leave and iGCSE exams	
11 World Literature	1	<p>Novel study: In the Sea There are Crocodiles by Fabio Geda</p> <p>Coursework</p>	<ul style="list-style-type: none"> <li>• Students will apply critical reading skills to In the Sea There are Crocodiles</li> <li>• Students will look at the form and structure of prose and the art of storytelling</li> <li>• Students will practice analytical writing skills and work on the form and structure of an academic essay / exam question</li> <li>• Students will refine their coursework further using new skills from 2024/25</li> <li>• Improve their knowledge of the content of the text – through reference to detail and use of quotations</li> <li>• Show an understanding of characters, relationships, situations and themes</li> <li>• Show an understanding of the writer's intentions and methods – response to the writer's use of language</li> </ul>
	2	Poetry and examination preparation	<ul style="list-style-type: none"> <li>• Students will develop their understanding of a wide range of poetry in different styles and from different time periods</li> <li>• Students will practice analytical writing skills and work on the form and structure of an academic essay / exam questions</li> <li>• Students will apply these skills to iGCSE examination questions</li> <li>• A heavy focus on past papers and correct responses.</li> </ul>
	3	Study leave and iGCSE exams	



12 Academic English	1	<p>Listening</p> <p>Reading</p> <p>Writing Tasks</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>● Students will practise following a conversation taking place in an academic context between a number of speakers and covering a variety of topics.</li> <li>● Students will focus on recognising paraphrases and develop strategies to aid comprehension of these.</li> <li>● Students will learn to identify places and to follow directions around a physical place.</li> </ul> <ul style="list-style-type: none"> <li>● Students will develop strategies to aid in extracting specific information from lengthy texts within a very limited time-frame.</li> <li>● Students will focus on practice the specific skills needed to understand complex descriptive passages on a wide variety of unfamiliar topics.</li> <li>● Students will learn to identify and understand the main ideas of complex, high-level texts and differentiating these from supporting ideas and details in order to build effective summaries.</li> </ul> <ul style="list-style-type: none"> <li>● Students will transfer information from visual data into a piece of writing, focusing on describing the salient points whilst discriminating between being descriptive and offering one's opinion.</li> <li>● Students will analyse a range of charts and graphs to prepare them for the complex data they will encounter in an academic context.</li> <li>● Students will work on developing their writing to reach the rigorous standards expected of academia in a number of ways, whilst ensuring clarity and cohesion.</li> <li>● Students will compose pieces of writing which compare and contrast data, using a plethora of techniques to ensure precision and efficiency in their academic work.</li> </ul> <ul style="list-style-type: none"> <li>● Students will practise communicating the opinions of themselves and others about everyday topics and experiences in an appropriate register based on a range of prompts and questions.</li> <li>● Students will be able to speak spontaneously and at length using appropriate language and organise ideas coherently whilst being given minimal opportunity to prepare.</li> </ul>
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	2	<p>Listening</p> <p>Reading</p> <p>Writing Tasks</p>	<ul style="list-style-type: none"> <li>● Students will learn to recognise the attitude and opinion of different speakers by listening to conversations taking place at a natural pace and covering a wide variety of topics and featuring speakers who use different Standard English dialects from around the world.</li> <li>● Students will develop skills and strategies for following a lecture or talk on complex, unfamiliar topics. At the same time as identifying specific details.</li> <li>● Students will study the ways contrasting ideas are presented in longer written texts. As well as further developing time management skills to cope with time-limited tasks.</li> </ul> <ul style="list-style-type: none"> <li>● Students will practise analysing length discursive passages under a strict time limit, developing the skills needed to extract information from a variety of passages.</li> <li>● Students will develop strategies to avoid common pitfalls in multiple-choice questions including ways to identify paraphrase and commonly parsing complex grammatical structures.</li> <li>● Students will develop their understanding of the ways written English conveys opinion and attitudes.</li> </ul> <ul style="list-style-type: none"> <li>● Students will learn how to gain the greatest understanding from a diagram and convey this clearly in a piece of writing.</li> <li>● Students will practise describing a process in writing and focus on developing their skills in writing with coherence and cohesion, ensuring they meet the very high standards of these aspects of academic writing.</li> <li>● Students will expand their Lexical Resource allowing them to write with greater accuracy and precision in English. They will pay close attention to the differences in shades of meaning between similar words.</li> <li>● Students will develop the skills needed to clearly and concisely describe a map as well as identify and describe a variety of changes in a place.</li> </ul>
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Department Details	Assessment Types
Subject: English First Language and English Literature	Assessment Type 1: Written assessments (summaries, letters, reports, reviews, story writing, etc.)
Head of Department: Dominic Jacques	Assessment Type 2: Speaking assessments (debates, presentations, interviews, iGCSE speaking cards)
Head of Department Email: <a href="mailto:dominic.ja@spip.in.th">dominic.ja@spip.in.th</a>	Assessment Type 3: Listening comprehension
Subject Teacher: Ceara Hamm , Jonathan Lewis , Alex Warren , Lauren Frances Scott	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"> <li>● Introduction to new genre and style or writing.</li> <li>● Study of fantasy horror genre.</li> <li>● How to create mood and atmosphere.</li> <li>● Character development in narrative.</li> <li>● Development of theme and plot in narrative.</li> <li>● Vocabulary and phrase introduction.</li> <li>● Identifying literary devices.</li> <li>● Language analysis for effect on the reader.</li> <li>● Study of figurative, descriptive and narrative writing styles.</li> </ul>
	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"> <li>● To understand and be able to use both active and passive verbs effectively</li> <li>● Understanding the timeline of fiction and drama</li> <li>● To evaluate differences between modern and archaic English</li> <li>● To understand the differences between biography and autobiography writing</li> <li>● Writing both biographical and autobiographical accounts</li> <li>● To write descriptively within narrative</li> <li>● Students will work on 4 main areas of speaking skills, focusing on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.</li> <li>● Grammar: learn about question tags, prepositional &amp; phrasal verbs, verbs with two objects, modal verbs, Yes/No Questions and short answers, and Open-ended question forms (when, where, why, how, whose?)</li> </ul>

	3	<p>Grammar in prose</p> <p>Structuring poetry</p> <p>Character study and reports</p> <p>Linking words and sentences</p> <p>Year review</p>	<ul style="list-style-type: none"> <li>● Evaluating grammar in prose and literature</li> <li>● To learn how to structure a poem effectively</li> <li>● Evaluating poetry structure</li> <li>● Learning how to evaluate and write characters</li> <li>● How to make a piece of writing flow effectively</li> <li>● Students will work on 4 main areas of speaking skills, focusing on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.</li> <li>● Students will learn how to use various determiners (some, any, no, none, etc.), articles, and if clauses</li> <li>● 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.</li> </ul>
8	1	<p>Reading: The Hunger Games by Suzanne Collins</p>	<ul style="list-style-type: none"> <li>● Introduction to new genre and style or writing.</li> <li>● Study of dystopian genre.</li> <li>● How to create mood and atmosphere.</li> <li>● Character development in narrative.</li> <li>● Development of theme and plot in narrative.</li> <li>● Vocabulary and phrase introduction.</li> <li>● Identifying literary devices.</li> <li>● Language analysis for effect on the reader.</li> <li>● Study of figurative, descriptive and narrative writing styles.</li> </ul>
	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"> <li>● Understanding the style and tone of a variety of factual texts</li> <li>● Reading, evaluating and writing poetry</li> <li>● Working on literature around myths, legends and cultures</li> <li>● Practice on tone and style in writing, using different writing formats</li> <li>● Understanding report writing</li> <li>● To plan a piece of writing before beginning the writing process</li> <li>● 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.</li> <li>● Be able to use a wide range of modal forms, for a range of functions, on a range of general and curricular topics</li> <li>● Focus on verbs and prepositions followed by -ing structures</li> <li>● Use a growing range of dependent prepositions following adjectives</li> </ul>

	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"> <li>● Understanding how to develop character in narrative</li> <li>● Creating and describing a character</li> <li>● Planning the details of a story before writing</li> <li>● Using prefixes and suffixes in writing</li> <li>● How to vary sentence length to make written work more effective</li> <li>● Grammar skills: Use a growing range of gerunds as objects and subjects</li> <li>● Use a range of reported speech forms on a range of general and curricular topics</li> <li>● Write with moderate grammatical accuracy on a growing range of general and curricular topics, with little support</li> <li>● 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.</li> </ul>
9	1	<p>Reading: Medusa by Jessie Burton</p> <p>Mythological/Fantasy story-writing</p>	<ul style="list-style-type: none"> <li>● Introduction to a new genre and style of writing - exploring a retelling of a classic Greek myth</li> <li>● How to create mood and atmosphere.</li> <li>● Character development in narrative.</li> <li>● Development of theme and plot in narrative.</li> <li>● Identifying literary devices and exploring the effect created</li> <li>● Language analysis for effect on the reader.</li> <li>● Study of figurative, descriptive and narrative writing styles.</li> <li>● Creative writing: students will have an opportunity to write their own myth or create their own retelling of a well-known myth</li> </ul>
	2	<p>Examining different text types</p> <p>Figurative language and how to identify it</p> <p>Varying sentence structures</p>	<ul style="list-style-type: none"> <li>● Study of a variety of text types and how they are individually effective</li> <li>● Introduction to figurative language, and how to interpret it</li> <li>● How to write figuratively in prose</li> <li>● Practice on creating diverse sentence structures for effect</li> <li>● Writing to advise and persuade</li> <li>● Writing to inform</li> <li>● Speaking formally and effectively relating to a variety of topics</li> <li>● Grammar will focus on phrasal verbs, linking verbs,</li> </ul>

		<p>Writing a proposal &amp; Script writing</p> <p>Travel writing - Descriptive</p> <p>Presenting an effective oral argument</p>	<p>quantifiers, pronouns, and prepositions.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
	3	<p>Power and Conflict Poetry</p> <p>Narrative Writing Development: Presenting character in narrative writing</p> <p>Using language to convey meaning</p> <p>Responding to a narrative</p> <p>Skill revision</p> <p>Year review</p>	<ul style="list-style-type: none"> <li>Exploring and analyzing a range of poems from different time periods</li> <li>Practice analyzing language and structure</li> <li>Develop analysis skills and practice writing analytically</li> <li>Students will work on plot and character development in their narrative writing</li> <li>Using persuasion techniques in writing effectively</li> <li>Responding to narrative and other texts, how to interpret meaning</li> <li>Responding to non-fiction texts and how to analyze effectively</li> <li>Skill summarization and reflection</li> <li>Grammar will focus on adjectives, comparatives, superlatives, and adverb and adverb phrases</li> </ul>
10 IGCSE	1	<p>Practicing 6 styles of writing:</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Report</li> <li>Journal</li> <li>Speech</li> <li>Interview</li> <li>Article.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the key differences in styles between 6 different types of writing.</li> <li>Using reading skills in writing to find specific information</li> <li>To use effective persuasive techniques in an assessed piece of writing</li> <li>Analysis of non-fiction writing and using evidence in responses</li> <li>Using setting, imagery, and figurative language in writing</li> <li>Writing and speaking to argue and persuade, key skills and techniques</li> <li>Initial practice that will be built upon later for iGCSE exams.</li> </ul>

	2	Coursework production  Descriptive Writing	<ul style="list-style-type: none"> <li>• Descriptive practice; students will write pieces of their own, following closely the criteria of the coursework mark scheme for 0500</li> <li>• Developing and using writing skills related to coursework topics and submission</li> <li>• Developing and using reading and responsive skills</li> <li>• Developing fluency in reading, writing, speaking, and vocabulary</li> <li>• Students will produce their coursework during this term, all 3 pieces will be drafted, edited, re-written, and submitted during this time</li> <li>• The core differences between descriptive and narrative and how to write both effectively</li> <li>• 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</li> </ul>
	3	Coursework production  Narrative Writing	<ul style="list-style-type: none"> <li>• Narrative practice, students will write pieces of their own, following closely the criteria of the coursework mark scheme for 0500</li> <li>• Developing and using writing skills related to coursework topics and submission</li> <li>• Developing and using reading and responsive skills</li> <li>• Developing fluency in reading, writing, speaking, and vocabulary</li> <li>• Students will produce their coursework during this term, all 3 pieces will be drafted, edited, re-written, and submitted during this time</li> <li>• The core differences between descriptive and narrative and how to write both effectively</li> <li>• 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</li> </ul>
10 Literature in English	1	Prose: 'The War of the Worlds' by H.G. Wells  Unseen Prose practice	<ul style="list-style-type: none"> <li>• Students will apply critical reading skills to 'The War of the Worlds' by H.G. Wells</li> <li>• Students will look at the form and structure of prose and the art of storytelling</li> <li>• Students will explore and analyze the author's use of language, imagery and symbolism</li> <li>• Students will develop analytical writing skills and understand how to write an academic essay</li> </ul>
	2	Poetry Anthology: Songs of Ourselves	<ul style="list-style-type: none"> <li>• Students will develop their understanding of a wide range of poetry in different styles and from different time periods</li> <li>• Students will look at the language, form and structure of poetry</li> </ul>

		Drama: 'A Midsummer Night's Dream' by William Shakespeare	<ul style="list-style-type: none"> <li>• Students will practice analytical writing skills and work on the form and structure of an academic essay / exam questions</li> <li>• Students will apply critical reading skills to 'A Midsummer Night's Dream'</li> <li>• Students will explore and analyze the language, form and structure of the play</li> <li>• Students will develop an understanding of the cultural and historical context of 'A Midsummer Night's Dream' by William Shakespeare</li> <li>• Students will practice writing about 'A Midsummer Night's Dream' in the style of an academic essay / exam questions</li> </ul>
	3	Drama: 'A Midsummer Night's Dream' by William Shakespeare  Exam practice	<ul style="list-style-type: none"> <li>• Students will continue their study of 'A Midsummer Night's Dream'</li> <li>• Students will explore and analyze the language, form and structure of the play</li> <li>• Students will practice writing about 'A Midsummer Night's Dream' in the style of an academic essay / exam questions</li> <li>• Developing and practicing essay writing under timed exam-style conditions</li> </ul>
11 IGCSE	1	Coursework production  Persuasive Writing: Responding to a non-fiction text	<ul style="list-style-type: none"> <li>• Developing and using writing skills related to coursework topics and submission</li> <li>• Developing and using reading and responsive skills</li> <li>• Developing fluency in reading, writing, speaking, and vocabulary</li> <li>• Using data and statistics in responsive writing as evidence</li> <li>• Using data and statistics in responsive writing as evidence</li> <li>• Analysis of persuasive and argumentative pieces of writing, examples of techniques used</li> <li>• Responsive writing, using skills learned on effective methods including evidence, persuasion, and argumentation</li> <li>• 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</li> </ul>



	2	Exam practice  Coursework evaluation and completion	<ul style="list-style-type: none"> <li>● Developing and using writing skills related to the coursework components</li> <li>● Developing and using reading and responsive skills</li> <li>● Developing fluency in reading, writing, speaking, and vocabulary</li> <li>● Past paper practice, review, and self-appraisals will be made</li> <li>● Focus on sections of the exam paper which students, individually and as a group, struggle with</li> <li>● Final evaluations and edits on coursework before submission</li> <li>● Summary work, including the structure and formality</li> <li>● Writing techniques, covering all previous work</li> <li>● Exam outline, practice, and skills needed</li> <li>● Past paper 0500 practice, skills, and areas for improvement assessed individually and as a class</li> </ul>
	3		Exam period
11 Literature in English	1	<p>Coursework production - Essay focused on 'Rebecca' by Daphne Du Maurier</p> <p>Poetry Anthology - Songs of Ourselves Volume 4, Part 1</p> <p>Drama: 'A Midsummer Night's Dream' by William Shakespeare</p>	<ul style="list-style-type: none"> <li>● Developing and using analytical writing skills related to coursework topics</li> <li>● Developing and using critical reading and analysis skills</li> <li>● Students will draft, edit and submit their second coursework essay which will focus on 'Rebecca'.</li> </ul> <ul style="list-style-type: none"> <li>● Students will develop their understanding of a wide range of poetry in different styles and from different time periods</li> <li>● Students will look at the language, form and structure of poetry</li> <li>● Students will practice analytical writing skills and work on the form and structure of an academic essay / exam questions</li> </ul> <ul style="list-style-type: none"> <li>● Students will develop an understanding of the cultural and historical context of the text 'A Midsummer Night's Dream' by William Shakespeare</li> <li>● Students will apply critical reading skills to 'A Midsummer Night's Dream'</li> <li>● Students will practice writing about 'A Midsummer Night's Dream' in the style of an academic essay / exam questions</li> </ul>

	2	Poetry Anthology - Songs of Ourselves Volume 4, Part 1  Exam practice	<ul style="list-style-type: none"><li>• Students will finish their study of poetry.</li><li>• Students will revise examined literature texts (Poetry Anthology, 'Rebecca' and 'A Midsummer Night's Dream)</li><li>• Developing and practicing essay writing under timed exam-style conditions</li><li>• Past paper practice, review, and self-appraisals will be made</li><li>• Focus on sections of the exam paper which students, individually and as a group, struggle with</li></ul>
	3		Exam period



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Curriculum Pathways

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