

Checkpoint English

Recommended Prior Knowledge: basic reading and writing skills; ability to discuss in pairs and small groups and to speak in front of an audience.

General Resources: When using websites for Checkpoint English, Key stage 3 resources are usually the most useful, but some GCSE material is relevant for Year 9 students.

Websites: www.learn.co.uk www.teachit.co.uk www.bbc.co.uk/schools/ks3bitesize/ www.school-works.com www.EduFind.com

Text Books: Reading Between the Lines, Fiction and Poetry, Sue Bonnett, Letts Educational 2001 ISBN 1840855762

Key Stage 3 Classbook, John Green Letts Educational 2000 ISBN1840854162

Checkpoint English 1 Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray, ISBN 0340887338

Checkpoint English 2 Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray (forthcoming)

Checkpoint English 3 Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray, ISBN 0340887397

Launch into Literacy, Jane Medwell, Maureen Lewis, OUP 2000 ISBN 0199155534

English Skills, Punctuation Module, Chris Burgess, Schofield and Sims Ltd 1991 ISBN0721706029

UNITS: Unit 1 Year 7 Unit 2 Year 8 Unit 3 Year 9

1	<p>The Year 7 scheme of work uses a topic-based structure to develop students' abilities to use language effectively, to communicate in speech and writing and to respond with understanding and insight to a wide range of texts.</p> <p>The activities are linked to the learning objectives of the Checkpoint English curriculum framework and cover the following skills: (Term 1) Speaking to explain and describe; writing to describe; use of adjectives and nouns; use of full stops, capital letters, colons and semi-colons; recognition of the terms image, simile, metaphor and onomatopoeia in poetry; recognition of the terms genre, opening and setting in narrative writing. (Term 2) Reading for explicit meaning; small group discussion and role play; descriptive writing with an explanation; instructional writing; use of note taking; writing to inform; use of verbs; verb suffixes 'ed' and 'ing'; use of adverbs of manner; use of suffix 'ly' to create adverbs; use of speech marks in narrative writing. (Term 3) Use and understanding of synonym and antonym; use of conjunctions; using notes for speech; use of paragraphs; summarising; reading for explicit meaning; use of a thesaurus to develop vocabulary; writing to describe.</p>
2	<p>The Year 8 scheme of work uses a topic-based structure to develop students' abilities to use language effectively, to communicate in speech and writing and to respond with understanding and insight to a wide range of texts. It develops and builds on those skills outlined in Year 7</p> <p>The activities are linked to the learning objectives of the Checkpoint English curriculum framework and cover the following skills: (Term 1) Reading for explicit and implicit meaning; writing in the form of autobiography, biography and diaries; developing and using appropriate vocabulary in speech and writing to clarify meaning and to interest an audience; using commas and dashes; writing character studies. (Term 2)</p>

	<p>Writing to inform and entertain, writing in a range of forms; brochures, newspaper articles, magazine articles and formal letters; implicit and explicit reading of texts to understand character, using direct and indirect speech, recognition and use of a wider vocabulary of speech verbs. (Term 3) Speaking appropriately for performance; discussing, debating and persuading; reading for explicit and implicit meaning; writing to describe, persuade, inform and analyse; recognising the style and format of newspapers, magazine articles, personal and formal letters; leaflets, reviews; notes and summaries; recognition of the term irony, awareness of punctuation to clarify meaning.</p>
3	<p>The material for Year 9 Checkpoint English is focused on the content of the Checkpoint English test papers. The work also prepares students for what they may expect during their IGCSE courses in First Language English and English Literature, so that passage between this stage and the next may be a smooth one. Speaking and listening activities are included. Although speaking and listening is not assessed in Checkpoint, its importance as an essential part of the curriculum continues to be stressed. Where the word Discuss is used, it is intended that students will work in pairs or small groups and will report their conclusions to the class. Writing activities are also included as part of reading activities where appropriate.</p> <p>The sections are as follows:</p> <ol style="list-style-type: none"> 1. Comprehension and vocabulary work (Paper 1) 2. Summary (Paper 1) 3. Writing to inform, explain and persuade (Paper 1) 4. Character (Paper 2) 5. Setting (Paper 2) 6. Writers' use of language (Paper 2) 7. Implicit and explicit comprehension (Paper 2) 8. Narrative plot development and usage of sentence structures and punctuation (Paper 2) <p>The activities are linked to the learning objectives of the Checkpoint English curriculum framework and cover the following skills: Use of persuasive language; writing summaries; using topic sentences and sequence order in paragraphs; understanding and using complex sentences; showing understanding of the term 'impression' when discussing and writing about character and setting in narrative writing; identifying fact and opinion in texts; writing dialogue with correct punctuation; writing stories to entertain a variety of audiences; planning and giving presentations.</p>

TEACHING ORDER

The Year 7 and Year 8 schemes of work are in a three term format but the activities do not have to be followed and used in a linear fashion and can be used to develop the individual needs of the students or support and develop a schools English scheme of work. The Year 9 work can be used at any stage to introduce or practice preparation for the Checkpoint English test.