

**Intent:****Gold Step up to English (Entry Level 1):**

AO7 communicate with confidence, sustained class discussion, use good body language/tone/pace.

AO8 listen, help others to improve.

AO9 use standard English.

**Silver Step up to English (Entry Level 2):**

AO7 communicate with people, use good body language/tone/pace.

AO8 listen, take part in group discussion.

AO9 adjectives, adverbs.

**Silver Step up to English (Entry Level 3):**

AO7 communicate with people you know, use good body language/tone/pace.

AO8 listen, take part in group discussion.

AO9 personal pronouns.

**ASDAN Short Course****Topic one – Detectives.**

Complete Module 2 Section A with the following 4 tasks (10 hours):

- 1) Design a poster describing the key features of a good, effective oral presentation. Watch an oral presentation and evaluate it for good and bad points. Explain your views to another person. (Task 2).
- 2) Observe or listen to a group discussion and decide on the good and bad points. Explain your views to others. (Task 3).
- 3) As a group, consider what skills and qualities are found in good speakers and listeners. Take it in turns to talk about a topic as a speaker, listener and observer. Discuss how each person did in each role with their strengths and weaknesses. (Task 5).
- 4) Compare the presentation techniques used by at least two public figures or inspirational leaders. Record how each uses persuasive language and other techniques. (Task 6).

**Topic two – Gothic Horror.**

Complete Module 3 Section A with the following 4 tasks (10 hours):

- 1) Find key words to describe a character in a book you have enjoyed. Use these to write a brief character profile. (Task 4).
- 2) Identify a major theme in a play and create a mind map showing key words linked to this theme. Using your diagram, present your findings to a group. (Task 5).
- 3) Select 10 quotations that help to build up a picture of a character in a piece of prose. Use these to illustrate and label the character. (Task 7).
- 4) In a group, choose a major theme in a novel and discuss its meaning. Report on what you have discovered. (Task 8).

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>  Please see reading/writing planning for keywords.	Learning Outcomes Knowledge and Skills To know, to use, to apply...  Please see reading/writing planning for Learning Objectives. Please see 'intent' section above for Spoken Language skills/outcomes for each qualification. Pupils will be expected to demonstrate these skills during any class discussion/spoken language presentation.	Links to:  Literacy, Numeracy, SMSC,  Gatsby Benchmarks  Please see reading/writing planning for links.
Autumn/Spring	1-3	Watch media clips related to the Wild West. Discuss what techniques were used to catch criminals.	How to plan effectively. How to communicate ideas effectively. How to respond to others appropriately.	Literacy – AO7 AO8 AO9 (See 'intent' for outcomes).  <b>Cross curricular links</b> • ASDAN • Science • Media Studies • Drama

	<b>4-6</b>	Discuss the case of Stephen Lawrence.  Discuss Black Civil Rights with reference to current affairs (George Floyd).	ASDAN Short Course opportunity - Compare the presentation techniques used by at least two public figures or inspirational leaders (Martin Luther King/Malcolm X/Nelson Mandela/Desmond Tutu). Record how each uses persuasive language and other techniques. (Task 6).	
	<b>7-10</b>	Analyse the case of Oscar Pistorius. What happened? Explore the prosecution and defence. What do you think happened? Think of your own questions to research.	ASDAN Short Course opportunity - Design a poster describing the key features of a good, effective oral presentation. Watch an oral presentation and evaluate it for good and bad points. Explain your views to another person. (Task 2).	
	<b>11-14</b>	Create a crime watch appeal for the Hillsborough Disaster.	ASDAN Short Course opportunity - As a group, consider what skills and qualities are found in good speakers and listeners. Take it in turns to talk about a topic as a speaker, listener and observer. Discuss how each person did in each role with their strengths and weaknesses. (Task 5).	
	<b>15-17</b>	Explain how to keep a property secure.	ASDAN Short Course opportunity - Observe or listen to a group discussion and decide on the good and bad points. Explain your views to others. (Task 3).	
	<b>18-21</b>	Take the non-exam assessment Spoken Language element.		
<b>Spring 2/Summer</b>		There is no requirement for Spoken Language to be assessed for Component 2 'Sport'. Pupils will practise this skill in the Reading and Writing units – please see reading and writing planning.		

**Intended impact:**  
Pupils make progress in the skills relative to the qualification they are working towards which are explained under 'intent'.

Pupils studying ASDAN Short Course English will continue to build their portfolio of work resulting in them achieving 40 hours of study (4 credits).

Pupils working at Silver (Entry Level 3) will start to embed the skills needed to achieve this after the 'Detectives' topic and will start to build on skills to achieve Silver (Entry Level 2).

Pupils working at Silver (Entry Level 2) will embed these skills after the 'Detectives' topic. They will then start to work towards achieving the Gold qualification (Entry Level 1).

Pupils working at Gold (Entry Level 1) will achieve this qualification after the 'Detectives' topic. They will then work towards the skills needed to achieve Functional Skills Level 1.

Pupils will work collaboratively to achieve an end goal. They will present different points of view and offer an opinion on which point of view they side with. They will explain their thoughts. Pupils will conduct research independently. They will summarise their findings. Pupils will decide on a role they would like to take for group presentations. Pupils will follow a plan and contribute to the project equally. Pupils will take turns to listen to others and adapt their own ideas when necessary. Pupils will show resilience to constructive criticism and display empathy and understanding when helping others.