

Intent:**Functional Skills Level 1 (pupils who achieve Gold SUTE after the 'Detectives' topic will start to work on these skills:**

- 3.2.1 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).
- 3.2.2 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).
- 3.2.3 Spell words correctly.
- 3.2.7 Communicate information, ideas and opinions.
- 3.2.8 Write text of an appropriate level of detail and length with the correct purpose and audience.
- 3.2.9 Use format, structure and language appropriate for audience and purpose.
- 3.2.10 Write consistently and accurately in complex sentences, using paragraphs.

Gold Step up to English (Entry Level 1):

- AO4 Give opinion.
- AO5 Write for a purpose, sequence events.
- AO6 Spelling mostly correct, correct punctuation, adjectives, adverbs, verbs.

Silver Step up to English (Entry Level 2):

- AO4 Give opinion.
- AO5 Clear handwriting, write for a purpose.
- AO6 Spelling mostly correct, uses adjectives.

Silver Step up to English (Entry Level 3):

- AO4 Simple comments.
- AO5 Write simple sentences.
- AO6 Spelling mostly correct, capital letters, full stops, description.

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>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-3	Design a 'Wanted' poster to catch a suspect from Spoken Language activity. <i>crime, Native American Indian,</i>	How to plan for report writing. What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Literacy - AO4, AO5, AO6 (See 'intent' for outcomes). SMSC – Recognise right and wrong. Respect the law. Investigate moral and ethical issues. Offer reasoned views. Accept the rule of law.

		<i>The Great Plains, clash of cultures, cowboy, cattlemen, homesteaders, miners, rewards.</i>	<p>To create a wanted poster. Identify features of a wanted poster. Compare wanted posters. Create a wanted poster.</p>	<p>Cross curricular links</p> <ul style="list-style-type: none"> • ASDAN • Science • Media Studies • Drama <p>Invite a local Community Support Officer in to talk to the students about preventing crime. Visit to a local newspaper office.</p> <p>Consider taking students out to a gothic site locally as stimulus for their creative writing. This could be a gothic church, gothic mansion, castle or monastery. (Conisbrough Castle).</p>
	4-6	<p>Investigate the case of Stephen Lawrence. Read emails about this case. Write an email.</p> <p><i>forensics, crime scene, evidence, DNA, racial hatred, racial crime, recipient.</i></p>	<p>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).</p> <p>To extract key facts from an email. Read emails regarding the case of Stephen Lawrence. Identify features of an effective email. Create an email with information on your knowledge of the Stephen Lawrence case.</p>	<p>The role of a Forensic Detective (Gatsby).</p> <p>Numeracy – problem solving skills, analysing a crime scene and recording findings.</p>
	7-10	<p>Write a police log on the case of Oscar Pistorius.</p> <p><i>athlete, Olympics, Paralympics, amputation, prosthetic, guilty, not guilty, court case, sentence, judge, jury, defence, prosecution.</i></p>	<p>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).</p> <p>To create an account of a real life crime. Read and summarise information on the case of Oscar Pistorius. To compare information for similarities and differences. To create your own account from the view of a police officer.</p>	<p>Gatsby – the role of judge, solicitor, lawyer. Visit Doncaster court.</p> <p>Numeracy – problem solving, logical thinking, making connections.</p>
	11-14	<p>Create a newspaper article on the Hillsborough Disaster.</p> <p><i>Anfield, Hillsborough, FA Cup, stadium, stands, capacity, liable, witnesses, negligent.</i></p>	<p>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).</p> <p>To create a newspaper article. To listen to and read information on the Hillsborough Disaster. To identify features of a newspaper. To use knowledge of the event and features of a newspaper to create a factually accurate account of the disaster.</p>	<p>Gatsby – the role of a footballer, referee, ambulance service, journalist.</p> <p>Numeracy – direction (around the stadium), measurement (to build replica stadium), calculation (capacity of stadium).</p>
	15-17	<p>Watch appeals for crimes involving breaking and entering a property. Write a script for Crime Watch appeal for one of the crimes you have studied.</p>	<p>To identify the features of a crime appeal. Investigate crimes involving breaking and entering. Identify the features of an effective crime appeal. Create a crime appeal.</p>	

	16-20	Exam practice. Complete non-exam assessment.	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).	
Spring 2/Summer	1-3	See reading planning. When writing about characters there should be a focus on the use of paragraphs, punctuation, sentence structure and vocabulary. <i>metaphor, simile, personification, imagery, effective description, powerful phrase, character description, emotive language.</i> <i>gothic, horror, character, plot, setting, laboratory.</i>	How to plan a story. How to edit. How to proofread. What good looks like: Appropriate form, language and structure. ASDAN Short Course opportunity - Find key words to describe a character in a book you have enjoyed. Use these to write a brief character profile. (Task 4). FS Level 1 - Use a range of punctuation correctly, write consistently and accurately in complex sentences, using paragraphs. To evaluate the success of your writing. Write about key characters. Write about key characters using paragraphs, punctuation and varied sentence structure. Evaluate and improve own work and others.	Literacy - AO4, AO5, AO6 SMSC – investigating moral issues. Cross curricular links • ASDAN • Science • Media Studies • Drama Consider taking students out to a gothic site locally as stimulus for their creative writing. This could be a gothic church, gothic mansion, castle or monastery. (Conisbrough Castle).
	4-6	Reading chapter 2. Write about the 5 senses. Create a gothic soundscape to match the events of chapter 2. <i>thunderstorm, electricity, fever, university, graveyard, tomb.</i>	ASDAN Short Course opportunity - 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). FS Level 1 – use format, structure and language appropriate for audience and purpose (writing to describe, write consistently and accurately in complex sentences, using paragraphs. To evaluate the effect of descriptive writing. Read and comprehend events. Identify descriptive features. Analyse the success of descriptive features referring to quotes from the text. (5 senses).	Gatsby – the role of author and techniques needed to be successful.
	7-9	Create some cards based on gothic characters, e.g. vampire, monsters, ghosts, werewolf, damsel in distress, zombie, hero, giant. Play who am I? Read chapter 3. From knowledge of gothic characters so far start to create own. • What will they be called? • What will they wear? • How will they speak; what accent will they have?	ASDAN Short Course opportunity - 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). FS Level 1 - Use a range of punctuation correctly, write consistently and accurately in complex sentences, using paragraphs. To analyse the features of a gothic character. Describe characters. Identify features of a gothic character. Create your own gothic character.	

		<ul style="list-style-type: none"> • How will they act? • What their best characteristics are? • What their worst characteristics are? <p><i>passionate, intelligent, grotesque, monstrous, fanatical, consequence, cost, catastrophe, abandoned.</i></p>		
	10-12	<p>Read chapter 4.</p> <p>Information retrieval.</p> <p><i>scared, terrified, disaster, obsessive, appalled.</i></p>	<p>FS Level 1 – Use a range of punctuation correctly, use correct grammar, spell words correctly and communicate information.</p> <p>To recall key information from text. Read text independently. Recall information. Refer to the text when answering questions.</p>	
	16-18	<p>Read chapter 5.</p> <p>Write your own gothic story.</p> <ul style="list-style-type: none"> • Beginning - Introduce setting and characters. • Problem - Where things start to go wrong. • Pivotal point - How they deal with the problem. • Consequence - What happens as a result of dealing with the problem? • Resolution - How things are put right. <p>Peer/self-assess.</p> <p><i>laboratory, compensation, lawyer, possessions, nightmare, servant, will (death).</i></p>	<p>FS Level 1 - Use a range of punctuation correctly, use correct grammar, spell words correctly, write text of an appropriate level of detail and length with the correct purpose and audience, use format, structure and language appropriate for audience and purpose, write consistently and accurately in complex sentences, using paragraphs.</p>	
	19-21	<p>Students to create a 'thought shower' of words that are good for describing a sequence, e.g. 'Firstly', 'In the beginning', 'Secondly', 'Then', 'After that', '...and then', 'Finally', 'The conclusion was...'. Record them on the board. Students to use those words, either individually or as a group writing exercise, to describe and write</p>	<p>FS Level 1 - Use format, structure and language appropriate for audience and purpose.</p> <p>To sequence the events of a text. To read and understand text. To think of questions relevant to the text. To sequence the order of events in order to answer questions.</p>	

		<p>down the sequence of events in the pictures/ text provided.</p> <p><i>brutal, witness, clerk, resemblance, socialises, depressed.</i></p> <p>Finish reading Dr Jekyll and Mr Hyde.</p>		
	22-24	<p>Compare Frankenstein to Dr Jekyll and Mr Hyde. What are the similarities and differences? Think about plot, character and setting.</p> <p>Exam practise. Sit the non- exam assessment writing element.</p> <p>ASDAN to work on portfolio. FS Level 1 pupils to sit mock exam/past paper.</p> <p><i>chemicals, test-tube.</i></p>	<p>ASDAN Short Course opportunity - In a group, choose a major theme in a novel and discuss its meaning. Report on what you have discovered. (Task 8).</p> <p>FS Level 1 – all skills practised when taking mock exam/past paper.</p> <p>To compare gothic texts. To describe the characters, plot and setting in each text. To compare the characters, plot and setting in each book. To give an opinion on which text you prefer and why with reference to the similarities and differences.</p>	

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 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 have stamina when writing. They will read a question and recognise what is being asked. They will adapt writing for the purpose and audience required. Pupils will plan out what they want to write. Pupils will draw on the skills they have developed so far such as spelling rules, varied punctuation and subject specific vocabulary. This will use this to great effect. Pupils will take pride in the presentation of their work, they will use paragraphs independently. Pupils will listen to advice and act upon feedback. They will use feedback in future learning sessions to continually improve their writing. Pupils will work in a time frame and utilise strategies to cope with pressure and emotions.