

Intent:**Functional Skills Level 1 (For pupils who pass Gold SUTE after the 'Detectives' topic):**

- 3.1.1 Identify and understand the main points in texts.
- 3.1.2 Compare information.
- 3.1.3 Distinguish between fact and opinion.
- 3.1.4 Recognise audience and purpose.
- 3.1.5 Use dictionary, build vocabulary.
- 3.1.6 Recognise organisational features in text (headings, sub-headings, images, instructions etc.).
- 3.1.7 Infer from images.
- 3.1.8 Recognise vocabulary typically associated with formal, informal, instructional, descriptive, explanatory and persuasive text.
- 3.1.9 Read and understand tier 3 words.
- 3.1.10 Understand complex punctuation in text.

Gold Step up to English (Entry Level 1):

- AO1 Read fluently with expression, locate, recall, infer, predict.
- AO2 Identify features.
- AO3 Compare difficult texts.

Silver Step up to English (Entry Level 2):

- AO1 Read words on sight, recall, infer.
- AO2 Use context.
- AO3 Compare texts.

Silver Step up to English (Entry Level 3):

- AO1 Decode, recall, infer.
- AO2 Use context.
- AO3 Compare texts.

ASDAN Short Course English:**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/Spring 1	1-3	Examine a 'Wanted' poster. Highlight key words and explain why they have been included. Research the American West and	How to infer. How to understand how language is used. How to understand how structure is used. How to compare.	Literacy AO1, AO2, AO3 (See 'intent' for specific outcomes). Cross curricular links • ASDAN

		<p>the origin of the Wanted Poster.</p> <p><i>wanted, crime, Native American Indian, The Great Plains, clash of cultures, cowboy, cattlemen, homesteaders, miners, rewards.</i></p>	<p>To examine the features of a wanted poster. Identify features of a wanted poster. Compare wanted posters. Read information fluently and infer information from pictures/writing.</p>	<ul style="list-style-type: none"> • Science • Media Studies • Drama <p>Suggested field trips Invite a local Community Support Officer in to talk to the student's about preventing crime. Visit to a local newspaper office. (Gatsby).</p> <p>SMSC – Recognise right and wrong. Respect the law. Investigate moral and ethical issues. Offer reasoned views. Accept the rule of law.</p> <p>Numeracy – references to dates and money.</p>
	4-6	<p>Read an email from a forensic team. Extract key facts.</p> <p>The case of Stephen Lawrence.</p> <p><i>Forensics, crime scene, evidence, DNA, racial hatred, racial crime, recipient, sender, CC, BCC.</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. Identify features of an email. Read information about the Stephen Lawrence case. Summarise relevant information.</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>Read two age and level appropriate newspaper articles about a crime/ similar crime. Extract key information and explain the inclusion of key words/phrases. Explain which article they prefer and why.</p> <p>Oscar Pistorius – the two sides of the argument.</p> <p><i>Headline, sub heading, 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 compare non-fictional text. Read news articles independently. Extract and summarise key information/keywords. Compare articles for similarities and differences.</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>Read some witness statements (could be linked to role play). Extract key information.</p> <p>The Hillsborough Disaster.</p> <p><i>location, eye-witness, precise, 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 listen to an evaluate witness statements. Read and listen to witness statements from an event. Compare statements for similarities and differences. Create your own account of what you think happened.</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>Read an instruction piece (how to secure your property/how to prevent crime). Make inference based on the content.</p>	<p>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).</p>	

			<p>To follow instructions. Read instructions. Follow instructions. Create instructions.</p>	
	18-21	<p>Writing a response: how to respond to the question forms on the paper.</p> <p>tick boxes, lists, tables, cloze responses.</p> <p>Sit reading section of non-exam assessment.</p>	<p>To understand the format of a questionnaire. To read a variety of questionnaires. To identify different formats of a questionnaire. To explain the pros and cons of questionnaire formats.</p>	Numeracy – statistics.
Spring 2/Summer	1-3	<p>Make a list of gothic horror texts using Ipads. What do the front covers look like? What do you think might be the features of gothic horror?</p> <p>Show front cover of class text – Frankenstein.</p> <p>Predict what might happen from the front cover. Read chapter 1 – were you right?</p> <p>Chapter 1 – extract key information for each character.</p> <p><i>Keywords throughout the topic – metaphor, simile, personification, imagery, effective description, powerful phrase, character description, emotive language.</i></p> <p><i>gothic, horror, character, plot, setting, laboratory.</i></p>	<p>How to infer. How to compare. Understanding how language is used. Understanding how structure is used.</p> <p>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).</p> <p>FS Level 1 - Identify and understand the main points in texts, use dictionary, build vocabulary, read and understand tier 3 words.</p> <p>To extract key information. Read fictional text. Extract key information. Predict.</p>	<p>Literacy AO1, AO2, AO3 (See 'intent' for outcomes).</p> <p>Cross curricular links</p> <ul style="list-style-type: none"> • ASDAN • Science • Media Studies • Drama <p>Suggested field trips A gothic setting such as a castle.</p> <p>SMSC – Use imagination. Be creative. Reflect on own success. Co-operate with others.</p> <p>Gatsby – the job roles of scientist, laboratory assistant. Interview science technician.</p>
	4-6	<p>Read chapter 2. Identify descriptive writing methods. What can you see, smell, touch, taste and hear? What other descriptive techniques are used?</p> <p><i>alliteration, similes, metaphor, thunderstorm, electricity, fever, university, graveyard, tomb.</i></p>	<p>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).</p> <p>FS Level 1 - Recognise vocabulary typically associated with descriptive text, read and understand tier 3 words.</p> <p>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.</p>	Gatsby – the role of author and techniques needed to be successful.
	7-9	<p>Read chapter 3. Comprehension questions - What? When? Where? Why? Who? And How? Interview a key character. Write your own set of questions. Take it in turns to be hot seated as a character. Record responses on clipboards and/or video the activity to review later.</p>	<p>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).</p> <p>FS Level 1 - Identify and understand the main points in texts, use dictionary, build vocabulary, read and understand tier 3 words.</p>	

		<i>passionate, intelligent, grotesque, monstrous, fanatical, consequence, cost, catastrophe, abandoned.</i>	To answer key questions. Answer key questions. Refer to the text. Create your own questions.	
	10-12	Chapter 4 - Recall and retrieval questions. For Gold, students to use reference or quotations from the text to support their responses. <i>scared, terrified, disaster, obsessive, appalled.</i>	FS Level 1 - Identify and understand the main points in texts, understand complex punctuation in text. To recall key information from text. Read text independently. Recall information. Refer to the text when answering questions.	
	13-15	Chapter 5 - role play the chapter using props. Answer these types of question: <ul style="list-style-type: none"> • How long do you think it would...? • Why do you think...? • What suggests...? • Are they...? • Why? • Explain... <i>unwanted, prejudice, dreadful, breakdown, irrational, tragic.</i>	FS Level 1 - Identify and understand the main points in texts, read and understand tier 3 words. To apply knowledge of a text to create role play. To read and understand text. Summarise relevant text. Create role play.	
	16-18	Our chosen text – Jekyll and Hyde. Read excerpts. Pupils to have certain sections of the book. Work as a team to put the story back in to the correct order. <i>laboratory, compensation, lawyer, possessions, nightmare, servant, will (death).</i>	FS Level 1 - Identify and understand the main points in texts, read and understand tier 3 words. To remember the order of text. Read text. Understand text. Recall information.	Gatsby – link to career in medicine, chemistry and law.
	19-21	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 down the sequence of events in the pictures/ text provided. <i>brutal, witness, clerk, resemblance, socialises, depressed.</i> Finish reading Dr Jekyll and Mr Hyde.	FS Level 1 - Identify and understand the main points in texts, read and understand tier 3 words. 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.	
	22-24	Compare Frankenstein to Dr Jekyll and Mr Hyde. What are the similarities and differences? Think about plot, character and setting.	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). FS Level 1 – compare information. Mock exam/past	

Exam practice.
 Sit the non- exam assessment reading element.

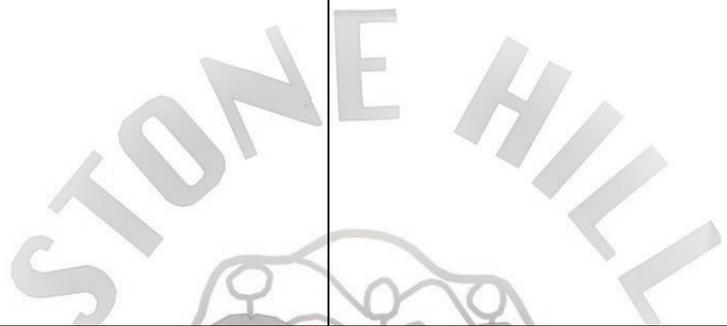
chemicals, test-tube.

additionally, despite that, as well as, although, at the same time, meanwhile, comparably, nevertheless, compared to, on the other hand, correspondingly, on the contrary, furthermore, yet, in addition, however in parallel, nonetheless, just as, in contrast, likewise, unlike, moreover, even so, similarly, even though.

Both authors take the same approach...
While this is the case, in...
This is mirrored in...
This is contrasted in... ..
...is equally significant in both texts
....is contrasted in both texts.
This can also be seen in...
This is not the case in...

paper.

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.



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 read and recognise different genre of text. They will develop and share their opinion on preferred text to read. They will appreciate that reading can take place for a specific purpose or for pleasure. Pupils will manage their time in order to answer a set amount of questions. They will therefore develop skills in scanning for information and summarising what they have read. Pupils will work under pressure but ask for help when needed. Pupils will be creative with their learning. They will role play situations they have read about and recreate scenes from classic books.