

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 – Music.**

Complete Module 5 Section A with the following 4 tasks (10 hours):

- 1) Write a detailed letter, email or review that aims to persuade by relying on facts. Review of an artist/band/album. (Task 5).
- 2) Review a song. What is good? What could be improved? Record your comments in writing. (Task 6).
- 3) Produce an article for a teenage magazine on music. (Task 8)
- 4) Write a letter to the Head Teacher on an issue you feel strongly about related to music. (Task 9).

Topic two – Fashion.

Complete Module 5 Section B with the following task (10 hours):

Produce a written review of a film, play, television programme or advert that you have seen recently, examining in detail the reasons to praise or criticise the overall production. Submit your review, together with supporting images, to a magazine or website for young people. (Devil Wears Prada? London/Paris/New York fashion week?).

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	1-4	Introduce class to different genres of music then play matching game for recall information. Pupils will work in groups to	How to infer. How to compare. How to understand how language is used.	Literacy – AO1, AO2, AO3 (See 'intent' for outcomes). SMSC – cooperate with others, participate in music.

		<p>produce a presentation on a particular genre of music. They should read a variety of text. Consider:</p> <ul style="list-style-type: none"> • When was the music genre popular? • What famous musicians/singers are linked to the genre? • What instruments are linked to the genre? • What clothing styles are linked to the genre? • What dance is linked to the genre? <p><i>blues, jazz, rhythm, rock, country, soul, reggae, ballad, urban, pop.</i></p>	<p>How to understand how structure is used.</p> <p>ASDAN Short course opportunity – Review a song that you have listened to whilst completing your research. (Task 6).</p> <p>FS Level 1 - Identify and understand the main points in texts, compare information, build vocabulary, read and understand tier 3 words.</p> <p>To recall information. Read information. Summarise information. Find specific information and summarise.</p>	
	5-8	<p>Create a multi choice questionnaire with questions on about music. For example; what is your favourite genre? Who is your favourite band? What is your favourite instrument?</p> <p>Create a graph with your results. Answer questions in full sentences referring to graph. What is the most popular genre? What is the least popular instrument? etc.</p> <p><i>questionnaire, tally, opinion, create, convert, graph, analyse.</i></p>	<p>FS Level 1 - Compare information, recognise purpose, recognise organisational features in text and understand complex punctuation in text.</p> <p>To create a questionnaire. Create questionnaire. Fill in questionnaire using tally chart. Convert tally chart to graph, answer comprehension questions.</p>	Numeracy – statistics/tally chart/graphs.
	9-12	<p>Create a mind map of jobs associated with music. Pool together ideas. Consider:</p> <ul style="list-style-type: none"> • Musician. • Composer. • Researcher. • Runner. • Event Manager. <p>Students to research a job role that interests them and one that doesn't. Explain what they find out and why they like one and not the other.</p>	<p>ASDAN Short Course opportunity - Write a letter to the Head Teacher on an issue you feel strongly about related to music. (Task 9).</p> <p>FS Level 1 - Identify and understand the main points in texts, compare information, read and understand tier 3 words.</p> <p>To research a job role in the music industry. Think of job roles in the music industry. Share ideas with peers. Research one job role finding specific information.</p>	Gatsby – researching job roles.
	13-16	<p>Advertising. Look at, or listen to, adverts for music radio shows. Consider:</p> <ul style="list-style-type: none"> • Key words - why those words have been chosen? • Key images - why have these been chosen? • Any literary devices that have been included and why. 	<p>ASDAN Short Course opportunity - Produce an article for a teenage magazine on music. (Task 8).</p> <p>ASDAN Short Course opportunity – For the same magazine write a review of a musical event, band, singer and use persuasive language so that the audience want to go to or listen to the event or gig. (Task 5).</p>	

		(Headlines, sub-headings, alliteration, similes). <i>ad, advertisement, benefit, billboard, circulation, classified ads, commercial, coupon, eye-catching, features, prime time, promotes.</i>	FS Level 1 - Recognise organisational features in text (headings, sub-headings, images, instructions etc.), infer from images, read and understand tier 3 words. To analyse musical advertising for technique. Look at and listen to adverts. Describe the appearance of the advertising, do you like it? Analyse for specific features – headlines, sub headings, alliteration, similes.	
	17-20	Explore different music magazines. Answer retrieval questions. Answer inference based questions like 'Who do you think the target audience is for the magazine and why?'	FS Level 1 - Identify and understand the main points in texts, infer from images. To explore non-fictional text. Read magazines. Recall specific information. Infer information.	
	21	Exam practise. Take non-assessment exam. <i>magazine, publisher, publication, journal, subscription, edition, celebrities.</i>	FS Level 1 – work on distinguishing between fact and opinion. Mock exam/past paper. First attempt at real exam?	
Spring 2/Summer	1-2	In a group/individually students read an extract from a fashion text (magazine, book, internet). Read statements based on the extract and decide if they are true or false, explain your answer. <i>fashion, fashionable, catwalk, runway, chic, classy, leisurewear, vintage, retro, rags.</i>	How to infer. How to understand how language is used. How to understand how structure is used. How to compare. FS Level 1 - Distinguish between fact and opinion. To identify facts in text. Read information. Decide if statement relating to the article is true or false. Explain decision.	Literacy – AO1, AO2, AO3 (See 'intent' for outcomes). Cross-curricular links: Art Design Technology ICT ASDAN History Media Studies
	3	Read fashion text as a class. Work in groups to create comprehension questions for your peers to answer. <i>What? How? Where? When? Why? Who?</i>	FS Level 1 - Identify and understand the main points in text, read and understand tier 3 words, understand complex punctuation in text. To create comprehension questions. Read information. Create comprehension questions. Peer-assess answers.	
	4	Read fashion article. Highlight words you don't understand. Use dictionary to find meaning and spelling. Use new vocabulary to create your own fashion article.	FS Level 1 - Use dictionary, build vocabulary, recognise vocabulary typically associated with formal, informal, instructional, descriptive, explanatory and persuasive text, read and understand tier 3 words. To build new vocabulary. Read information. Highlight unknown words. Find the meaning of new vocabulary.	
	5-6	Create a game using newly learnt fashion related vocabulary. For	FS Level 1 - Use dictionary, build vocabulary, read and understand tier 3 words.	SMSC – use imagination, be creative.

		example, display a word and give 3 options for the correct meaning.	To create a fashion game. Create a fashion related game that other people can play. Incorporate fashion vocabulary in to game. Explain rules to peers.	Numeracy – number skills/counting forwards and backwards.
	7-8	Visit a museum with fashion through the years or go to a fashion event. Alternatively watch a fashion related film or play such as The Devil Wears Prada. Produce a report of your findings. <i>Edwardian, flapper, bias-cut gown, bikini, miniskirt, platforms, leggings, minimalism, tracksuit, suit, hat, shirt, tie, military, punk.</i>	FS Level 1 - Recognise organisational features in text (headings, sub-headings, images, instructions etc.), recognise vocabulary typically associated with formal, informal, instructional, descriptive, explanatory and persuasive text and understand complex punctuation in text. To produce a fashion report. Write about a fashion topic. Use techniques for an effective report. Present to class and answer questions.	
	9-10	Read two fashion articles and compare for similarities and differences. <i>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.</i> <i>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 textsis contrasted in both texts. This can also be seen in... This is not the case in...</i>	FS Level 1 - Compare information. To evaluate similarities and differences in text. Read 2 fashion articles. Compare for similarities and differences. Which article do you prefer?	
	11	Exam practise. Take non-assessment exam.	FS Level 1 – exam practise. Take real exam.	

Intended impact:

Pupils studying English Short Course ASDAN will achieve 60 hours, 6 credits.
Pupils studying Silver Step up to English will achieve Entry Level 2.
Pupils who have already achieved Gold Step Up to English will be working towards or have achieved Functional Skills Level 1.
Pupils who achieve Functional Skills Level 1 at any point in year 11 will start to work towards the skills required to achieve Level 2.

Pupils will be adept in answering different types of questions. They will recognise comprehension questions from inference questions. Pupils will use mark schemes effectively. Pupils will use mark schemes to manage their time effectively, they will know to spend more time on questions worth more marks. Pupils will express an opinion on texts they have read and will support their points using appropriate quotes. Pupils will be confident working in exam conditions and will work effectively and appropriately under pressure.