

**Intent:****Functional Skills Level 1:**

- 3.3.1 Use and explain relevant information and lines of argument.
- 3.3.2 Obtain relevant and specific information.
- 3.3.3 Respond effectively to detailed questions.
- 3.3.4 Communicate information, ideas and opinions clearly and accurately on a range of topics/chosen topic.
- 3.3.5 Express opinions and arguments and support them with evidence.
- 3.3.6 Follow and understand discussions and make contributions relevant to the situation and the subject.
- 3.3.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.
- 3.3.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.

**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 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<br><i>Key vocabulary including Tier 3 subject specific words</i><br><br><i>Please see reading/writing planning for keywords</i> | Learning Outcomes<br>Knowledge and Skills<br>To know, to use, to apply...<br><br>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 | Links to:<br><br>Literacy, Numeracy, SMSC,<br><br>Gatsby Benchmarks<br><br>Please see reading/writing planning for links. |
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|                 |       |   | demonstrate these skills during any class discussion/spoken language presentation.   |  |
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| Autumn/Spring 1 | 1-4   | Present your music genre project to the class. Class to listen and take notes. Focus on body language.  | <p>How to plan effectively.<br/>How to communicate ideas effectively.<br/>How to respond to others appropriately.</p> <p>ASDAN Short course opportunity – Review a song that you have listened to whilst completing your research. (Task 6).<br/>FS Level 1 - Obtain relevant and specific information, communicate information, use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium, respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> | <p>Literacy – AO7, AO8, AO9 (See ‘intent’ for outcomes).</p> <p>SMSC – Positively participate in music</p> |
|                 | 5-8   | Produce a radio show and let the class listen to it. Consider: <ul style="list-style-type: none"> <li>• Target audience</li> <li>• Music genres</li> <li>• Venue</li> <li>• Cost</li> <li>• Advertising</li> <li>• Roles</li> </ul> | <p>FS Level 1 - Respond effectively to detailed questions, communicate information, ideas and opinions clearly and accurately on a range of topics/chosen topic, respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p>   | <p>SMSC – Positively participate in music. Be creative. Use imagination.</p>                               |
|                 | 9-12  | Present your research on your chosen job to the class.  | <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 - Obtain relevant and specific information, use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p>   |  |
|                 | 13-16 | Present advert to the class.  | <p>ASDAN Short Course opportunity - Produce an article for a teenage magazine on music. (Task 8).<br/>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>   |  |
|                 | 17-20 | <p>Everyone presents their magazine article. Each person watching must think of at least one question to ask the presenter.</p> <p>Produce a business plan for setting up your own band, music studio, magazine, radio show.</p>    | <p>FS Level 1 - Respond effectively to detailed questions, communicate information, ideas and opinions clearly and accurately on a range of topics/chosen topic, follow and understand discussions and make contributions relevant to the situation and the subject, respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p>   |  |
|                 |       |   | Functional Skills pupils will take their Spoken Language Task in their intervention time.  |  |
| Spring/Summer   |       | There is no requirement for Spoken Language to be assessed  |  |  |

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|  | for Component 2 'Sport'. Pupils will practise this skill in the Reading and Writing units – please see reading and writing planning. |  |  |
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**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 work in different types of groups. They will work in pairs, in small groups and as a whole class. Pupils will have a clear understanding of what makes an effective presentation. They will contribute equally to group projects. Some pupils may take the role of leader in order to help others and achieve the best result collectively. All pupils will be confident in putting across their point of view. They will be considerate when listening to others. Pupils will adapt their own ideas. Pupils will work collaboratively to present work that looks professional and flows well. Pupils will display confidence, positive body language, and, an engaging tone and pace.

