

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 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	Bingo. All have a card with different genres on. If your genre is played cross it off. First with a full house shouts Bingo. Pupils make presentation on music genre. See reading planning.	How to plan a letter/review. What good looks like: <ul style="list-style-type: none"> • Appropriate form • Language • Structure • How to edit • How to proofread. 	Literacy – AO4, AO5, AO6 SMSC – participate positively in music.

			<p>ASDAN Short course opportunity – Review a song that you have listened to whilst completing your research. (Task 6).</p> <p>FS Level 1 - Communicate information, ideas and opinions.</p> <p>See reading planning for objectives/outcomes.</p>	
	5-8	<p>Think about the results from your questionnaire/graph (see reading planning). Produce a radio show for the top genre/audience.</p> <p><i>advertising, acoustics, ad-lib, air check, airwaves, announcer, audio, audition, equipment, broadcast, campaign, channel, host, interview, on-air.</i></p>	<p>FS Level 1 - 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.</p> <p>To produce a radio show. Think of radio shows you know, share with class. Analyse radio shows for features. Produce radio show using features studied.</p>	SMSC – use imagination, be creative and cooperate with others.
	9-12	<p>Have look at different styles of writing – formal and informal.</p> <p>Write an application letter for a job they would like in the music industry using the research from the reading planning.</p> <p><i>adaptable, capable, competent, consistent, achieved, communicated, assembled, constructed, arranged, broadened.</i></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 - 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> <p>To compare formal and informal writing. Read formal and informal writing. Compare for similarities and differences. Use example application forms to create your own.</p>	Gatsby – research roles in music industry. Write a job application.
	13-16	<p>Identify features of a music related advert. Create your own advert.</p> <p>See reading planning for keywords.</p>	<p>FS Level 1 - 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.</p> <p>See reading planning for objectives/outcomes.</p>	SMSC – be creative.
	17-20	<p>Look at features of writing – rhetorical questions, verbs, persuasive language and powerful adjectives. Plan out a magazine article/poster/advert using these techniques.</p> <p><i>rhetorical, verb, persuasive, adjective, techniques.</i></p>	<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> <p>To analyse features of advertising. Look at adverts. Analyse for features.</p>	

			Create own.	
	19-21	<p>Students to put together all the work they have completed on market research, roles and advertising. Write a business plan for opening a fashion shop or putting on a fashion show.</p> <p><i>strategy, management, strengths, weaknesses, market, forecast, cash flow, expenses, assets, marketing, investor.</i></p>	<p>FS Level 1 - Communicate information, ideas and opinions.</p> <p>To produce a business plan. Decide a fashion business. Mind map everything you will need. Budget for everything you will need.</p>	Numeracy – functional skills/managing money.
Spring 2/Summer	12-13	<p>Look at fashion icons throughout history to the present day. Choose one fashion icon to write about.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What music do they like? • What do they like to wear? • What is their hair like? • What shoes do they wear? etc. <p>Write a short fictional story about your chosen person.</p> <p>Adjectives related to appearance.</p>	<p>How to plan a story.</p> <p>What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p> <p>FS Level 1 - Use a range of punctuation correctly, use correct grammar, spell words correctly, write consistently and accurately in complex sentences, using paragraphs.</p> <p>To recall information about a person of interest. Research fashion icons. Find specific information. Present to class for feedback.</p>	<p>Literacy – AO4, AO5, AO6</p> <p>(See 'intent' for outcomes).</p> <p>Art Design Technology ICT ASDAN History Media Studies</p>
	14-15	<p>What settings could you have for a fashion story? Put your ideas together as a class. Choose a setting for your own individual story. Think of some descriptive words to use in your story, make a list. Draft out what you might see, smell, hear, touch and taste.</p> <p><i>adjectives, adverbs, alliteration, connotations, personification, repetition, simile, context, audience, purpose, see, hear, touch, taste, smell.</i></p>	<p>FS Level 1 - 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.</p> <p>To consider setting when creating fiction. Think of places where a fashion story could be set. Plan out a story considering character, plot and setting. Write a story using your planning and effective descriptive techniques.</p>	SMSC – Be creative.
	16-17	<p>Watch a fashion film/play. How does tension build? What conversations are they having? Write down six conversations that take place and practise using quotation marks.</p> <p>Think of two characters for your story. Start to draft out a conversation they might have.</p>	<p>ASDAN Short Course opportunity (Module 5 section B)- 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.</p> <p>FS Level 1 - Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), spell words correctly and write consistently and accurately in</p>	

			<p>complex sentences, using paragraphs.</p> <p>To develop dialogue with a fictional story. Re read your story so far. Highlight areas where conversation may take place. Incorporate conversation in to writing using quotation marks.</p>	
	18-19	<p>What punctuation do you know? Pool together ideas as a class. Practise using different types of punctuation. Write a fashion story that incorporates all of your ideas and drafts so far. Don't forget:</p> <p>A beginning where your settings and characters are introduced. A problem where things start to go wrong. A pivotal point where the problem starts to be dealt with. Consequence where you explain what happens as a result of dealing with the problem. A resolution where things are put right.</p> <p><i>punctuation, beginning, pivotal, consequence, full stop, comma, colon, semicolon, question mark, round brackets, square brackets, quotation mark, apostrophe, exclamation, underline, hyphen.</i></p> <p>Peer/self-assess you work and others.</p>	<p>FS Level 1 – Your creative writing should consider all of the following:</p> <ul style="list-style-type: none"> • Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). • Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). • Spell words correctly. • Communicate information, ideas and opinions. • 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>To receive and act upon feedback for written work. Read story to peers and staff. Receive advise on how to improve you creative writing. Act upon feedback.</p>	
	20-21	<p>Exam practise. Take non-exam assessment.</p>	<p>ASDAN pupils – transition work/skills.</p> <p>FS external exam AQA – pupils to take Level 1 or Level 2 if they already have Level 1.</p>	

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.