

Intent:**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 – Travel.**

Complete Module 1 Section A with the following 4 tasks (10 hours):

- 1) Complete an application form for the role of Travel Agent using IT. (Task 4).
- 2) Create a PowerPoint with images and sound on the topic of travel. (Task 7).
- 3) Interview 5 different people on the topic on travel. (Task 8).
- 4) Write a letter of complaint to a travel company/hotel. (Task 9).

Topic two – Sport.

Complete Module 1 section B with the following task (10 hours):

- 1) Create a video on everything you have studied about Sport and post on the school's website. (Task 2).

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	Web research into different travel destinations (either local day trips/exotic destinations). Extract date. Express a personal preference as to which they would choose. <i>search engine, specific, scan, summarise, compare, contrast.</i>	How to infer. How to understand how language is used. How to understand how structure is used. How to compare. ASDAN Short Course opportunity - Create a PowerPoint with images and sound on the topic of travel. (Task 7). To research specific information. Research different countries. Research specific information. Compare countries and decide on a favourite with reason.	Literacy – AO1, AO2, AO3 (See 'intent' for outcomes). Cross-curricular links • Geography • Maths • Media Studies • ASDAN Day trip to a local travel destination. Invite a travel agent into school to discuss most popular destinations, job. SMSC – learning about the world around them. Numeracy – statistics/graphs.
	4-6	Create a questionnaire regarding travel. Interview staff/peers and create a graph. Analyse the results. What is the most popular holiday destination or place people would like to visit? <i>questionnaire, tally, opinion, create, convert, graph, analyse.</i>	ASDAN Short Course opportunity - Interview 5 different people on the topic on travel. (Task 8). To create a questionnaire. Create a questionnaire. Convert questionnaire results in to a data graph. Analyse results of graph/questionnaire.	Numeracy – statistics/graphs/tally charts.

	7-9	<p>Look at adverts for travel agent's/coach companies. Select three destinations you would like to visit from the adverts. Extract key information.</p> <p><i>research, select, compare, contrast, analyse, formulate, reason.</i></p>	<p>ASDAN Short Course opportunity - Complete an application form for the role of Travel Agent using IT. (Task 4).</p> <p>ASDAN Short Course opportunity - Write a letter of complaint to a travel company/hotel. (Task 9).</p> <p>To extract information. Find travel adverts. Compare and contrast adverts/extract key information. Choose favourite advert with explanation/analyse features of an advert.</p>	
	10-12	<p>Study leaflets for local day destinations. Highlight key words and explain the meaning.</p> <p><i>destination, local, national, international, attraction, facilities, vocabulary, dictionary.</i></p>	<p>To build new vocabulary. Select leaflets for local attractions. Highlight new vocabulary and find meaning. Use new vocabulary when producing own material.</p>	
	13-15	<p>Research different modes of travel for a holiday - coach, car, train, aeroplane, ferry. Extract key information and express a personal preference about transportation. Create a mind map of modes of transport with destinations next to them for example next to train you could have somewhere like London or Paris, Ferry somewhere like Amsterdam or Calais.</p> <p><i>mode, facilities, destination, port, station, fuel, airport, port, capacity, price.</i></p>	<p>To research modes of travel. Research different ways of travelling globally. Extract relevant and interesting information about each mode of travel. Consider which destinations would require which mode of travel.</p>	Gatsby – link to researching job roles in the travel industry.
	16-18	<p>Read a postcard (this could be one written by a peer in the writing task). Students decide if they would have enjoyed the holiday and explain why.</p> <p><i>extract, formulate, reason.</i></p>	<p>To form an opinion on information you have read. Read information. Extract key information. Form an opinion.</p>	
	19-21	<p>Exam practise.</p> <p>Take non-assessment exam.</p>		
Spring 2/Summer	1-2	<p>Show the cover of a sporting text. This could be a magazine, newspaper article, autobiography, biography. Predict what you think the text will be about. Read text to the class. Which predictions still seem right? Which can be discounted? How do we know this? Some may be able to provide quotations from the text that agree/disagree with their original prediction.</p> <p><i>infer, predict, autobiography, biography, conclude, quotation,</i></p>	<p>How to infer. How to understand how language is used. How to understand how structure is used. How to compare.</p> <p>To infer and predict. Infer and predict. Decide whether inference and prediction is correct. Provide quote from text to support inference/prediction.</p>	<p>Literacy – AO1, AO2, AO3. (See 'intent' for outcomes).</p> <p>Cross curricular links</p> <ul style="list-style-type: none"> • Art • ICT • ASDAN • History • PE <p>Visit a sporting venue (based on class interest.) Museum to research a sporting legend.</p> <p>SMSC – participate positively in sport.</p> <p>Gatsby – links to careers in sport.</p>

		<i>evidence, viewpoint.</i>		
	3	Read another sporting article. Read for information. Answer questions, find quotes that support your answer. <i>Highlight unknown vocabulary and find meaning using dictionary.</i>	To comprehend text. Read information. Find specific information. Support points with quotations and evidence.	
	4-5	Explain the difference between fact and opinion. Read a sporting text. Highlight in different colours fact and opinion. Complete a true/false quiz. fact, opinion, highlight.	To evaluate information for fact and opinion. Read information. Sort fact from opinion in given text. Sort fact from opinion in unfamiliar context.	
	6	Read a sporting text. Create a mind map of words that made the text sound interesting. Find a picture from the internet to match each word. Cut up the pictures and words and give them to a friend. See if they can match your pictures to the correct words. <i>adjectives, description, engaging, visuals.</i>	To explore interesting vocabulary. Read a sporting text. Highlight interesting and new vocabulary. Match new vocabulary to visual.	
	7-8	Pupils should work in groups. Each group has a different sporting text. They should act out the story using freeze frames. Present to the class and see how much of the story they can guess from your freeze frames. Each group presents their freeze frames. <i>summarise, relevant, freeze frame, detectives, clues, evidence, recall.</i>	To create a scene from text. Read information. Summarise information. Create freeze frame of relevant information.	
	9	Watch two clips related to sporting events. Read about the two events. What are the similarities and differences? <i>summarise, recall, compare, contrast.</i>	To compare information. Listen to information. Summarise information. Compare information.	
	10	Exam practise. Take non-assessment exam.	ASDAN Short Course opportunity - Make a plan for creating a video on everything you have studied so far in your sport topic (5 hours).	
	11-21	See writing planning.	ASDAN Short Course opportunity - Make a plan for creating a video on everything you have studied so far in your sport topic (5 hours).	

Intended impact:

Pupils working towards achieving ASDAN Short Course English will have built a portfolio of 2 hours 2 credits.

Pupils working towards Silver Step up to English will have completed 2 topics.

Pupils working towards Gold Step up to English will have completed 2 topics.

Pupils will have explored the topic of travel and developed the skills listed under the 'intent' section. Pupils will be able to work in a time frame in order to complete all exam questions or tasks effectively. Pupils will prioritise their workload, for example they will know to spend more time on a question worth more marks. They will manage their emotions when completing work in a formal manner and ask for help and reassurance independently. Pupils will enjoy linking their learning to other curriculum areas such as humanities, maths, ICT and art.