

**Intent:****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 – 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 schools 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	Design a poster for a chosen travel destination. Remind students to include key features, e.g. big bold title, subtitles, eye catching pictures, catch phrases, information, web address, phone number, reviews.  <i>See above for key vocabulary.</i>	How to plan for writing emails. What good looks like: appropriate form, language and structure. How to edit. How to proof read.  ASDAN Short Course opportunity - Create a PowerPoint with images and sound on the topic of travel. (Task 7).  <b>To design a travel poster.</b> Design travel poster. Use effective vocabulary and images. Use known techniques for creating effective poster.	Literacy – AO4, AO5, AO6 (See 'intent' for outcomes).  <b>Cross-curricular links</b> • Geography • Maths • Media Studies • ASDAN Day trip to a local travel destination. Invite a travel agent into school to discuss most popular destinations, job.
	4-6	Use the answers from your questionnaire/graph (see writing planning). Write a script for a short TV commercial advertising a	ASDAN Short Course opportunity - Interview 5 different people on the topic on travel. (Task 8).  <b>To create a commercial.</b>	Numeracy – statistics/tally chart/graph.

		<p>chosen destination. Focus on language and structure.</p> <p><i>commercial, organised, sequence, chronological, structure, tone, pace.</i></p>	<p>Create a commercial about a chosen destination. Commercial is clearly organised and sequences. Use of effective language, structure, tone, pace and body language.</p>	
	7-9	<p>Choose one of the destinations from the reading activity/advert you like. Go online and take screenshots of how you would book a holiday to your chosen destination (for example TUI). Write an email to the travel agent regarding a problem with your booking.</p> <p>This should include: date of travel, destination, problem encountered, resolution sought.</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 understand the features of an email.</p>	Gatsby – understand the job role of Travel Agent (role play opportunity).
	10-12	<p>Write an email to a venue regarding a group trip. Ask for key information, dates available, cost, activities, transport options, food.</p> <p><i>email, recipient, CC, BCC, structure, venue, facilities, budget.</i></p>	<p><b>To understand the format of an email.</b> Write to a venue. Include specific information. Structure independently using correct spelling, punctuation, grammar and organisation.</p>	Numeracy – functional skills, budgeting.
	13-15	<p>Choose a mode of transport and destination from the reading activity. Write a postcard from a chosen destination. Include key information, e.g. weather, food, room, activities etc.</p> <p><i>mode, destination, climate, traditional, format.</i></p>	<p><b>To understand the format of a postcard.</b> Research chosen destination. Extract key information (climate, food, accommodation, activities). Include information in a postcard using traditional format of a postcard.</p>	SMSC – interest in different cultures, learning about the world around them.
	16-18	<p>Look at travel reviews on Trip Advisor. Create a travel review about a destination of your choice.</p> <p>free, exclusive, limited, discount, guaranteed.</p> <p><i>Furthermore, in addition, finally, likewise, besides, moreover, similarly, certainly, specifically, for example, for instance, as evidence, in support of.</i></p>	<p><b>To create a travel review.</b> Read/listen to travel reviews. Analyse reviews for typical features. Create review using typical features.</p>	Gatsby – opportunity for researching job roles/business opportunities in the hospitality sector.
	19-21	<p>Exam practise.</p> <p>Take non-assessment exam.</p>		
Spring 2/summer	1-11	See reading planning.		
	12-13	<p>Watch or play a group chosen sporting activity. This will be the basis for creative writing.</p>	<p><b>How to plan for writing emails.</b> What good looks like: appropriate form, language and structure. How to edit.</p>	<p>Literacy – AO4, AO5, AO6 (See 'intent' for outcomes).</p> <p><b>Cross-curricular links</b></p>

		<p><b>Creating characters</b> Think of adjectives to describe your personality, sporting abilities, appearance, etc.</p> <p><i>Quiet, shy, retiring, reclusive, introvert, loud, vivacious, eccentric, extrovert, thoughtful, kind, considerate etc.</i></p> <p><i>Drive, discipline, competitive, aggressive, focus, commitment, talented, tolerant, adaptable, emotional, resilient.</i></p> <p><i>Words associated with – hair colour, eye colour, complexion, height etc.</i></p>	<p>How to proof read.</p> <p><b>To understand the impact of adjectives.</b> Explore adjectives. Mind map adjectives for specific topics and themes. Use suitable adjectives in writing.</p>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Maths</li> <li>• Media Studies</li> <li>• ASDAN</li> </ul> <p>Day trip to a local travel destination. Invite a travel agent into school to discuss most popular destinations, job.</p> <p>SMSC – participate positively in sport.</p>
	14-15	<p><b>Creating setting</b> Watch and listen to audio/video clips based on chosen sporting event. Think about:</p> <ul style="list-style-type: none"> <li>• Where you are.</li> <li>• How you feel.</li> <li>• What you are about to do.</li> <li>• What you can smell, touch, taste, hear, smell.</li> </ul> <p>Record ideas individually.</p> <p><i>location, emotion (and words associated with emotion), sequence, chronology.</i></p>	<p><b>To utilise descriptive writing techniques.</b> Listen to/watch a sporting event. Plan out your writing thinking about location, emotions, events, the 5 senses. Use planning to create writing about a sporting event.</p>	<p>SMSC – reflect on own success.</p>
	16-17	<p><b>Building tension</b> Watch a video clip from the Tour de France of a mountain climb or any other sport event where tension builds. Pupils have statements of time connectives such as ‘in the beginning’. They put them in order of where the connectives would be used from start to finish. Use the connectives to recall what happened in the clip.</p> <p><i>before, after, next, just then, shortly, afterwards, last, eventually, firstly, secondly, thirdly (time connectives).</i></p>	<p><b>To incorporate tension in to creative writing.</b> Watch a sporting event/take notes. Consider the chronology of the event. Use time connectives to explain the event. Build tension in to your creative writing.</p>	
	18-19	<p><b>Punctuation</b> Write down all the punctuation marks you know on a mini whiteboard and hold them up, discuss as a class. Build up a bank of punctuation that you can use.</p>	<p><b>To receive and act upon feedback for written work.</b> Read story to peers and staff. Receive advise on how to improve you creative writing. Act upon feedback.</p>	

		<p>Practise using the punctuation in various activities. Write a phrase/sentence/paragraph of the opening of your story without punctuation. Swap with a partner and each add in the correct punctuation. Read it to each other, demonstrating how punctuation changes what is being said. You need:</p> <ul style="list-style-type: none"> <li>• Beginning - introduce setting and characters.</li> <li>• Problem - where things start to go wrong.</li> <li>• Pivotal point - how the problem is dealt with.</li> <li>• Consequence - what happens as a result of dealing with the problem?</li> </ul> <p>Using a plan, draft a first person story based on the sporting activity you watched or played. Check draft for punctuation, grammar and spelling. Type a final draft.</p> <p><i>beginning, pivotal, consequence, full stop, comma, colon, semicolon, question mark, round brackets, square brackets, quotation mark, apostrophe, exclamation, underline, hyphen.</i></p>		
	20-21	Exam practise. Take non-assessment exam.	ASDAN Short Course opportunity – create your video explaining everything you have studied in your sport topic; you can work in a group. Include the work you prepared at the end of your reading work. (Remaining 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 practise creating a plan for their writing. They will consider the purpose of the writing and the audience. They will deploy their skills in spelling, punctuation and grammar. Pupils will follow a plan to produce the writing required. They will use punctuation and paragraphs independently. Pupils will take pride in the presentation of their work using clear upper and lower case letters. Pupils will experiment with different types of presentation, for example, letters, emails, reports. They will work to a time frame, cope with pressure and display tenacity to achieve the given criteria.