

Curriculum Map

Year 11 EAL Option Group: Entry Level Certificate: Step Up To English 5973 (AQA) Gold

	Spring 2	Summer 1
Knowledge	<p>Entry Level Certificate: Step Up To English 5973/1 Component 1: Literacy Topic (Leisure)</p> <p>The aim of this component is to introduce students to literacy skills by:</p> <ul style="list-style-type: none"> offering familiar and engaging transactional topics based in the real world <p>Reading assessment focus (AO1, AO3, AO4)</p> <ol style="list-style-type: none"> 1) Read and extract information from non-fiction texts. 2) Show an understanding and summarise the main messages of whole texts. 3) Make inferences based on evidence in a text. <p>Writing assessment focus (AO5, AO6)</p> <ol style="list-style-type: none"> 1) Communicate information in writing for a variety of audiences, including relevant points and organise it clearly. 2) Write using Standard English including correct spelling. 3) Construct sentences and use some connectives for clarity. 4) Choose appropriate vocabulary for purpose and audience. 5) Present writing in a way that will gain the respect of the reader. <p>Spoken language assessment focus (AO7, AO8, AO9):</p> <ol style="list-style-type: none"> 1) Outline plans and ideas to others in a brief presentation using language appropriate to the purpose and audience. 2) Contribute to a discussion by listening and responding to the ideas of others. 3) Contribute to a discussion by taking a role such as chair, note-taker, summariser. 	<p>Entry Level Certificate: Step Up To English 5973/2 Component 2: Creative Reading & Writing (Gothic Horror)</p> <p>The aim of this component is to engage students in creative texts and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> reading texts which could be fiction or literary non-fiction writing their own creative text, inspired by the topic they have responded to in reading. <p>Reading assessment focus (AO1, AO3, AO4)</p> <ol style="list-style-type: none"> 1) Locate key points in a text. Interpret at a literal level. 2) Show awareness of the writer's craft. 3) Identify some language features. 4) Show awareness of structure. 5) Identify similarities and differences between ideas, themes, events and characters in two texts and use quotes to support views. <p>Writing assessment focus (AO5, AO6)</p> <ol style="list-style-type: none"> 1) Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. 2) Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. 3) Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Skills	<p>Section A: Reading literacy skills</p> <ol style="list-style-type: none"> 1) Use contextual clues to decode unfamiliar words. 	<p>Section A: Reading</p> <ol style="list-style-type: none"> 1) Shows evidence of understanding of difference/similarity of ideas and

	<p>2) Scanning and skimming. 3) Writers' technique eg. rhetorical questions, bias, exaggeration, emotion language.</p> <p>Section B: Writing literacy skills</p> <p>1) Knowledge of specific audiences. Understanding of non-fiction text purposes. Knowledge of text mapping.</p> <p>2) Punctuation eg full stops, commas, question marks, exclamation marks, speech marks, capital letter usage. Spelling patterns. Paragraphing. Letter orientation.</p> <p>3) Sentence structure. Connectives. Parts of speech eg verbs, nouns, adjectives, adverbs, prepositions. Knowledge of the context of words. Vocabulary for effect and style eg adjectives, adverbs, power verbs.</p> <p>Spoken Language:</p> <p>1) Know the features of good speaking eg talk audibly, gesture, eye contact, tone of voice, pausing for effect, emphasis. Understand that adjectives add interest. Understand how to present different arguments.</p> <p>2) Know the features of good listening eg eye contact, encouraging, asking questions for clarity. Understand how to respond respectfully.</p> <p>3) Turn taking. How to respect others' views. How to work in a group.</p>	<p>perspective, addressing how difference/similarity is conveyed.</p> <p>2) Writers' language techniques 3) Interpret at a literal level 4) Make clear points about the effects of language. 5) Show some awareness of structure</p> <p>Section B: Writing (Band 3 skill descriptors)</p> <p>1) Demonstrate a handwriting style which is fluent and legible.</p> <p>2) Organise writing appropriately eg develop different writing genres (eg. narrative) and show awareness in style of different audiences (formal, informal).</p> <p>3) Sequences ideas in a sustained, developed and interesting way eg grammatically complex and compound sentences extend meaning, connectives to link ideas and paragraphs, evidence of a plan.</p> <p>4) Spell words generally accurately, including polysyllabic words that conform to regular patterns eg common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words.</p> <p>5) Use full stops, capital letters, commas, speech marks and question marks accurately</p> <p>6) Develop punctuation within sentences i eg apostrophes and brackets</p> <p>7) Make adventurous and effective choice of vocabulary; indicate a change of pace and tone (eg. 'suddenly'); use a string of adjectives (e.g. 'dark grimy room').</p>
Key questions	<p>Why would you like to visit the leisure attraction you selected? How can we use language to make our non-fiction writing effective? How can a range of reading strategies (for example re-reading and self-questioning), support our understanding of a non-fiction text?</p>	<p>How can we use gothic type ingredients to make our writing exciting? How can we use language to create tension and suspense in our writing? How can a range of reading strategies (for example summarising and inference), support our understanding of a fictional text?</p>
Assessment	<p>All components are made up of externally-set tasks. Gold Step components cover Entry 3. Reading comprehension paper (45 minutes): AO1, AO3, AO4 Writing paper (45 minutes): AO5, AO6 Speaking & listening assessment (group task, individual presentation): AO7, AO8, AO9</p>	<p>All components are made up of externally-set tasks. Gold Step components cover Entry 3. Reading comprehension paper (45 minutes): AO1, AO3, AO4 Writing paper (45 minutes): AO5, AO6</p>
Links to other curriculum areas	<p>The assessment objectives for this specification are set by AQA and based on those for GCSE English Language. This is so that the specification mirrors what students need at GCSE and enables progression.</p>	<p>The assessment objectives for this specification are set by AQA and based on those for GCSE English Language. This is so that the specification mirrors what students need at GCSE and enables progression.</p>

	<p>Assessment objective:</p> <p>AO1: Read and understand a range of texts. Identify explicit and implicit information and ideas.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>AO5:</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. • Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>Texts used in the reading assessment will be from the 19th, 20th or 21st centuries in order to prepare students for the challenges of GCSE language. For Writing, students have a choice of two tasks, which will include a visual prompt and will be related to the topic of the reading texts.</p> <p>Like in GCSE language the writing task includes a visual prompt and is related to the topic of the reading texts.</p> <p>AO1, AO3, AO4, AO5, AO6, AO7, AO8, AO9</p>
<p>Literacy/numeracy</p>	<p>For literacy skills please see above.</p> <p>Numeracy: To consider budgetary requirements for a class school trip.</p>	<ul style="list-style-type: none"> • To secure complex and compound sentences to extend meaning • To secure use of embedded clauses • To secure use of noun phrases • To secure connectives to link ideas and paragraphs • To develop planning skills • To develop vocabulary • To develop some aspects of advanced grammar (e.g. the past perfect tense, modal verbs) • To develop an understanding of genre writing • To develop a range of reading strategies • To review punctuation (speech, commas)
<p>Enrichment opportunities & futures</p>	<ul style="list-style-type: none"> ▪ To develop non fiction writing skills ▪ To develop reading skills ▪ To expand cultural awareness through topic research (e.g. theatres, museums, cultural landmarks & attractions) 	<ul style="list-style-type: none"> ▪ To develop creative writing skills. ▪ To develop reading skills ▪ To expand awareness of English classic literature (texts include. 'Frankenstein' by Mary Shelley, 'Dracula' by Bram Stoker).