

Curriculum Map

Year 10 EAL option group: Entry Level Certificate: Step Up To English (AQA) 5972 Silver

	Spring 1	Spring 2	Summer 1
Knowledge	<p>Step Up To English 5972/1 Component 1: Leisure attractions unit.</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 	<p>Step Up To English 5972/2 Component 2: Creative Reading & Creative (Sport).</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) Recall main points from simple texts. Locate points and information in simple texts. Make simple inferences and deductions sometimes supported by quotes. 2) Use contextual clues to understand the meaning of simple words and language choices 3) From two simple texts, identify a similarity or difference between character, events or presentation. <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 	<p>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) Recall main points from simple texts. Locate points and information in simple texts. Make simple inferences and deductions sometimes supported by quotes. 2) Use contextual clues to understand the meaning of simple words and language choices 3) From two simple texts, identify a similarity or difference between character, events or presentation. <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

	<p>and audience.</p> <p>2) Contribute to a discussion by listening and responding to the ideas of others.</p> <p>3) Contribute to a discussion by taking a role such as chair, note-taker, summariser.</p>		
<p>Skills</p>	<p>Section A: Reading literacy skills</p> <ul style="list-style-type: none"> • Decode CVC, CVCC and simple polysyllabic words • Use contextual clues to decode unfamiliar words and extract key information • Skimming and scanning to identify key features and information • Identify and use topic sentences • Text mapping (e.g. understand the layout of non-fiction texts) • Writer's techniques eg. rhetorical question, bias, exaggeration, emotive language • Comment on key words <p>Section B: Writing literacy skills</p> <ul style="list-style-type: none"> • Knowledge of specific audiences. • Punctuation eg full stops, commas, question marks, exclamation marks, speech marks. • Capital letter usage. [SEP] • Sentence structure. [SEP] • Understanding the main non-fiction text purposes • Paragraphing. [SEP] • Vocabulary for style. [SEP] • Spelling. • Connectives. [SEP] • Parts of speech eg verbs, nouns, adjectives, adverbs, prepositions. • Knowledge of the context of words • Vocabulary for effect eg adjectives, adverbs, power verbs. • Draft. • Knowledge of text mapping. • Letter orientation. <p>Spoken Language</p> <ul style="list-style-type: none"> • 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. • Know the features of good listening eg eye contact, encouraging, asking questions for 	<p>Section A: Reading</p> <ul style="list-style-type: none"> • Recall main points from simple texts • Locate points and information in simple texts • Make simple inferences and deductions sometimes supported by quotes • Use contextual clues to understand the meaning of simple words/language choices • Use contextual clues to understand the meaning of language choices and simple words • From two simple texts, identify a similarity or difference between character, events or presentation. <p>Section B: Writing (Band 3 descriptors)</p> <ul style="list-style-type: none"> • Form letters accurately and consistently eg ascenders and descenders are clear and consistent. [SEP] • Some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader. [SEP] • Write in simple sequenced sentences: Make links between ideas or events. [SEP] • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible. [SEP] • Demarcate most sentences with full stops and capital letters. [SEP] • Use appropriate words to create interest eg use adjectives to give more detail. [SEP] 	<p>Section A: Reading</p> <ul style="list-style-type: none"> • Recall main points from simple texts • Locate points and information in simple texts • Make simple inferences and deductions sometimes supported by quotes • Use contextual clues to understand the meaning of simple words/language choices • Use contextual clues to understand the meaning of language choices and simple words • From two simple texts, identify a similarity or difference between character, events or presentation. <p>Section B: Writing (Band 3 descriptors)</p> <ul style="list-style-type: none"> • Form letters accurately and consistently eg ascenders and descenders are clear and consistent. [SEP] • Some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader. [SEP] • Write in simple sequenced sentences: Make links between ideas or events. [SEP] • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible. [SEP] • Demarcate most sentences with full stops and capital letters. [SEP] <p>Use appropriate words to create interest eg use adjectives to give more detail</p>

	<p>clarity. Understand how to respond respectfully.</p> <ul style="list-style-type: none"> • Turn taking. How to respect others' views. How to work in a group. 		
Key questions	<p>Why would you like to visit the leisure attraction you selected and what might you learn from the experience? How can we use language to make our non-fiction writing effective? How can a range of reading strategies (e.g. re-reading and looking-back), support our understanding of a non-fiction text?</p>	<p>What are some of the key ingredients in a narrative that involves sport? How do you create a change of pace in your creative writing? How can the use of reading strategies (e.g. skimming and scanning), support our understanding of a fictional text?</p>	<p>What can we use Gothic type ingredients to make our writing exciting? How do you create tension in your writing? How can the use of a range of reading strategies support our understanding of a fictional text?</p>
Assessment : Controlled conditions	<p>All components are made up of externally-set tasks. The Silver Step components cover Entry 1 and Entry 2.</p> <ul style="list-style-type: none"> • Reading comprehension assessment (45 mins) AO1, AO2, AO4 • Writing assessment (45 mins), AO5, AO6 • Speaking & listening assessment, AO7, AO8, AO9 	<p>All components are made up of externally-set tasks. The Silver Step components cover Entry 1 and Entry 2.</p> <ul style="list-style-type: none"> • Reading comprehension assessment (45 mins) AO1, AO2, AO3 • Writing assessment (45 mins) AO5, AO6 	<p>All components are made up of externally-set tasks. The Silver Step components cover Entry 1 and Entry 2.</p> <ul style="list-style-type: none"> • Reading comprehension assessment (45 mins) AO1, AO2, AO3 • Writing assessment (45 mins) AO5, AO6
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>GCSE assessment objectives:</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>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>Like in GCSE language students have a choice of two writing tasks, which will include a visual prompt and will be related to the topic of the reading texts.</p> <p>AO1, AO3, AO4, AO5, AO6, AO7, AO8, AO9</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>Like in GCSE language students have a choice of two writing tasks, which will include a visual prompt and will be related to the topic of the reading texts.</p> <p>AO1, AO3, AO4, AO5, AO6, AO7, AO8, AO9</p>

	<p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>AO5:</p> <ol style="list-style-type: none"> 4) Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. 5) 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>		
Literacy & Numeracy	<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 develop planning skills • To develop topic vocabulary • To develop some knowledge of the narrative genre • To develop a range of reading strategies • To secure use of time connectives • To secure use of the common past irregular verbs. 	<ul style="list-style-type: none"> • To develop planning skills • To develop topic vocabulary • To develop an understanding of the narrative genre • To develop a range of reading strategies • To secure use of time connectives • To secure use of the common past irregular verbs
Enrichment opportunities & futures	<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. NB this topic helps to fire up creativity. ▪ To develop reading skills 	<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).