

ENGLISH - ENTRY LEVEL

DSP ENGLISH PATHWAY OPPORTUNITIES AT KEY STAGE 4.

There are several pathways for students in Key Stage 4, dependent on the students' ability and targets **These include:**

- Step up to English Silver Step in Year 10 followed by Gold Step in Year 11
- Step up to English Gold Step in Year 10 followed by Functional Skills Level 1 in Year 11
- GCSE English taught either in mainstream or the DSP. Teaching of the GCSE course within the SP follows the mainstream curriculum.

AQA Step up to English, (Entry Level), Gold and Silver Steps Curriculum Intent:

Step up to English offers a skills-based approach to the study of English and literacy. Students will be given the opportunity to develop reading and critical thinking skills that encourage enquiry into a range of topics. This skills-based approach develops the students' ability to:

- Read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets
- Read and make comparisons between texts, explaining personal preferences where relevant
- Locate and explain information or ideas from texts
- Write effectively and coherently using English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and develop an appropriate vocabulary in writing and spoken language
- Listen to and understand spoken language and use spoken English effectively.

Step up to English will encourage students to read fluently and write effectively. Students will be able to demonstrate a confident control of spoken English and write grammatically correct sentences.

ASSESSMENT

Students complete two Component 1 tasks and one Component 2 task (assessment time is 4 hours 30 minutes). There is additional time for Spoken Language presentations. Silver Step is aimed at Entry 1 and Entry 2 students and Gold Step is for Entry 3 students looking to progress to GCSE.

AQA offer a range of topics to study; choices are made, considering the interests of the students and vary from year to year. However, Component 1, 'The Next Step' is studied each year as it prepares students for work experience. See below for a typical teaching plan for Step up to English

	Autumn Term 1 Component 1 Detectives	Autumn Term 2 Component 1 Detectives	Spring Term 3 Component 1 The Next Step, (Work Experience link)	Spring Term 4 Component 1 The Next Step, (Start Component 2)	Summer Term 5 Component 2 Gothic Horror	Summer Term 6 Start Functional Skills course
YEAR 10	<p>Reading A selection of 20th or 21st century literature – whole texts or extracts:</p> <ul style="list-style-type: none"> • Understanding what the text is about • Identifying the key ideas, characters and themes in a text • Inference and deduction <p>Writing</p> <ul style="list-style-type: none"> • Planning • Technical accuracy – punctuation and grammar • Choice of effective vocabulary • Spelling patterns and conventions <p>Spoken Language Features of Standard English.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Understanding what the text is about using a range of reading skills including skimming, scanning and close reading • Identifying the key ideas in a text • Inference and deduction • Comparing texts <p>Writing How to plan for report writing. What good looks like: How to edit. How to proof read.</p> <p>Spoken Language listening skills</p> <ul style="list-style-type: none"> • How to respond appropriately to others • Structure. 	<p>Reading Read a selection of non-fiction texts. Learn how to:</p> <ul style="list-style-type: none"> • Infer • Comment on • Language and structure • Evaluate ideas express personal preferences. <p>Writing</p> <ul style="list-style-type: none"> • Spelling patterns and conventions. • Planning and writing in a specific time. • Learn how to plan, write, edit and proofread a piece of informative writing (application form). <p>Spoken Language</p> <ul style="list-style-type: none"> • Take part in group discussions and make an individual • presentation 	<p>Reading</p> <ul style="list-style-type: none"> • Revise how to gain understanding what the text is about using a range of reading skills including skimming, scanning and close reading. • Comparing text <p>Writing How to plan an application form</p> <ul style="list-style-type: none"> • How to edit • How to proofread • appropriate form language <p>Spoken Language</p> <ul style="list-style-type: none"> • Communicating ideas effectively • Responding to others appropriately 	<p>Reading</p> <ul style="list-style-type: none"> • Read a selection of literary and literary non-fiction texts. • Exam technique – understanding the structure of the test and assessment requirements. <p>Writing writing to a specific time</p> <ul style="list-style-type: none"> • How to plan a story • How to edit • How to proof-read • What good looks like • Structure. • Crafting writing by proof reading, editing and correcting 	<p>Reflect on assessment results from Step up to English. Focus on revision of key reading and writing skills.</p> <p>Introduce the Functional Skills course, linking to Post-16 and the transition to college and work.</p>

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YEAR 11	<p>Functional Skills English qualifications at Level 1 indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learning Intent.</p> <p>Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life. A key aspect of developing knowledge and skills in English, at Level 1, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Listen, understand and make relevant contributions to discussions with others in a range of contexts; • Apply their understanding of language to adapt delivery and content to suit audience and purpose; • Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing; • Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and • Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important. 					

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
	<p>Reading Students will read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing:</p> <ul style="list-style-type: none"> • Identify and understand the main points, ideas and details in texts • Compare information, ideas and opinions in different texts. <p>Writing Students will revise and confidently use:</p> <ul style="list-style-type: none"> • A range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) <p>Spoken Language</p> <ul style="list-style-type: none"> • Identify relevant information and lines of argument in explanations or presentations • Make requests and ask relevant questions to obtain specific information in different contexts 	<p>Reading</p> <ul style="list-style-type: none"> • Recognise that language and other textual features can be varied to suit different audiences and purposes <p>Students will:</p> <ul style="list-style-type: none"> • Use reference materials and appropriate strategies (e.g. using knowledge of different word types) <p>Writing</p> <ul style="list-style-type: none"> • Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses) • Spell words used most often in work, study and daily life <p>Spoken Language</p> <ul style="list-style-type: none"> • Use appropriate phrases, registers and adapt contributions to take account of audience • Respect the turn-taking rights of others during discussions, using appropriate language for interjection 	<p>Reading</p> <p>Revise how to:</p> <ul style="list-style-type: none"> • Infer from images meanings not explicit in text • Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) <p>Writing</p> <ul style="list-style-type: none"> • Use format, structure and language appropriate for audience and purpose (e.g., formal letter) • Write consistently and accurately in complex sentences, using paragraphs where appropriate <p>Spoken Language</p> <ul style="list-style-type: none"> • Take part in group discussions and make an individual presentation 	<p>Exam preparation Students will spend this term:</p> <ul style="list-style-type: none"> • Revising key reading and writing skills • Become familiar with the format of the exam, assessment criteria and mark schemes <p>Further develop exam skills</p> <p>Timed exam practice</p>	<p>Exam preparation Students will spend this term:</p> <ul style="list-style-type: none"> • Revising key reading and writing skills • Become familiar with the format of the exam, assessment criteria and mark schemes <p>Further develop exam skills</p> <p>Timed exam practice</p>	Preparation for post 16