

Teaching plan: 12-week course

Introduction

This resource is a suggested teaching plan for a 12-week ELC Step Up to English course (5970). The course can be taught at any point during the academic year. It can be repeated for students who move on from Silver Step to Gold Step or from Entry 1 to Entry 2 within Silver Step.

This is a teaching option which assumes students won't be taking GCSE English Language at the same time.

However, a decision to move students to the next Entry Level stage or GCSE should be taken after the assessments have taken place. Work can be submitted for moderation on 15 May 2016 and on 10 January 2017 and in May and January thereafter.

Course guidance

- Students complete the course and the assessment within a term.
- Students develop and improve all their reading skills when reading texts.
- Support students to access more difficult texts in the classroom through guided and shared reading activities (with peers).
- Students gain reading skills alongside writing skills; you can link reading and writing thematically. Show students how to recognise stylistic features and the language professional writers use. Encourage them to use similar techniques in their own writing. This can be achieved through activities like shared and guided reading.

Teaching strategies

- DARTS – sequencing, cloze, text marking, restructuring texts, true/false questions, card sorts, KWL grids (a table with three columns – What do I already know? What do I want to know? What I have learned about this topic from reading the text?)
- modelling – skimming, scanning, close reading
- guided reading
- guided writing
- shared reading
- shared writing.

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.

Component 1: Reading, Writing and Spoken Language

- Select two of our Step up to English Schemes of work (SOW) as a basis for this course.
- Gather together non-fiction text types suggested in the SOW based on the theme of the unit. Some texts need to be particularly suitable for teaching structure and language use.
- Have a collection of students' writing as examples to illustrate 'what good looks like' but also as a resource for students to practise proof reading and editing skills.

- You can use previous copies of GCSE and Functional Skills Speaking and Listening DVDs to illustrate good practice in participating in discussions and giving a presentation.

Component 2: Reading and Writing

- Select one of our Step Up to English SOW as a basis for this course.
- Gather together a range of non-fiction and fiction texts as suggested in the SOW based on the theme of the unit. Some texts need to be particularly suitable for teaching comparison and language use.
- Have a collection of students' responses available so that you students can see 'what good looks like' and also understand the requirements. You could use the students' responses to the sample papers.

Resources

- Texts from AQA KS3 reading papers (Y7, Y8,Y9)
- AQA reading resource KS3 19th century texts
- AQA reading resource for GCSE Papers 1 and 2 which contains a selection of 19th, 20th and 21st century texts
- AQA e-library
- AQA Step Up to English schemes of work (one relating to each component of assessment)
- Encourage students to collect examples of emails, blogs, articles, reports, application forms, bookings, CVs, letters etc which interest them and use for classroom activities – group work, 1:1 work, as a stimulus for spoken language activities
- Collect examples of students' work to show 'what good looks like' or for proofreading, editing exercises
- Inter-Board GCSE Spoken Language DVD (new specification)
- Previous AQA GCSE Speaking and Listening standardising DVDs
- Texts from English Language Foundation Tier papers (legacy specification)
- Previous AQA Functional Skills English papers
- Work sheet resources published by Cambridge University Press and Harper Collins.

Week 1

- Introduce topic.
- Engage students' interest via spoken language activities allowing them to share experiences and anecdotes. Teach how to:
 - work effectively in a small group
 - respond appropriately to others.
- Reading using at least 2 texts. Teach:
 - understanding what the text is about
 - identifying the key ideas
 - skimming and scanning to find information.
- Select one writing activity. Teach through modelling:
 - planning
 - technical accuracy – punctuation and grammar
 - spelling patterns and conventions.

Week 2

- Prepare for the first part of the Spoken Language assessment. Teach:
 - how to present ideas at a meeting
 - how to participate effectively by listening, asking and responding to questions
 - the skills involved in chairing a meeting and keeping a record of decisions.
- Choose at least one different text. Teach:
 - expressing an opinion about texts
 - structure
 - understanding what the text is about
 - identifying key ideas.
- Select a different writing activity. Teach:
 - features of writing to give information or explanations
 - paragraphing
 - technical accuracy
 - spelling patterns and conventions
 - planning.
- Assessment – students complete the preparation for their Spoken Language assessment from the selected assessment unit.

Week 3

- Students plan their individual presentations ready for assessment. Teach:
 - features of a good presentation
 - structure
 - timing
 - responding to questions.
- Using different reading texts, students work in pairs or independently on:
 - understanding what the text is about
 - identifying the key ideas in a text
 - expressing an opinion about texts.

Week 4

- Students complete Spoken Language assessment by giving their individual presentations. Depending on numbers in the class and how this is organised, it may run over one week.
- Select a different writing task – students work in pairs or small groups practising planning and writing accurately. Teach: proof reading and editing skills.
- Reading – using a different text teach and practise selecting interesting words and phrases and commenting on them.

Week 5

- Practise:
 - writing in a time limit
 - proof reading and editing
 - sentence variety.
- Preparation for assessment. Show students what the papers look like. Teach:
 - requirements and expectations of the assessment
 - using sample papers.
- Reading: structure – identifying key structural features.
- If necessary continue assessment of individual presentations.
- Completion of a Component 1 assessment: Reading and Writing. 1 hour and 30 minutes, which can be split into manageable chunks. Preparation for completion of Component 2 assessment
 - Select another of our Schemes of work (Component 2).
 - Gather together resources based on the theme. These should include a wide range of fiction and non-fiction texts which can be extracts or whole text. Some texts need to be particularly suitable for teaching comparison and language use.
- Students working towards Entry 3 Gold Step will need to have read some 19th century texts or extracts.

Week 6

Over the next 3 weeks:

- Consolidate and practise the following reading skills with emphasis on areas of weakness from previous assessment:
 - understanding what the text is about
 - identifying the key ideas in a text
 - inference and deduction
 - skimming and scanning to find information.
- Show examples to demonstrate 'what good looks like'.
- Consolidate and practise writing:
 - planning
 - technical accuracy
 - proof reading skills
 - spelling patterns and conventions.
- Practise and consolidate spoken language skills: building confidence and working collaboratively.
- Use spoken language activities as opportunities for learning, eg pair and group work, role play, problem-solving.
- Linking reading to writing - using a literary text. Teach:
 - features of writing a good story
 - planning
 - structure

- paragraphing
- choice of effective vocabulary and sentence structure
- selecting interesting words and phrases and commenting on why the author has used these.

Week 7

- Reading using at least two texts. Teach:
 - how to make comparisons between texts
 - selecting interesting words and phrases and commenting on language.
- Writing. Teach techniques to engage reader, eg:
 - structure and openings and endings
 - twists and turns
 - planning
 - writing in a specific time
 - crafting writing by proof reading, editing and correcting.

Week 8

- Using different texts, students practise comparison and selecting and commenting on interesting words and phrases.
- Writing – students practise using different sentence structures and interesting vocabulary with an emphasis on technical accuracy in their writing.
- Complete Component 2 Reading and Writing assessment. 1 hour 30 minutes, which can be split into manageable chunks.
- Preparation for completion of the second Component 1 assessment task.
 - Select our different scheme of work.
 - Gather together resources based on the theme. These should include a wide range of non-fiction texts as suggested in the SOW. Some texts need to be particularly suitable for teaching structure and language use.

Week 9

- Introduce new topic. Engage students' interest through group work, research.
- Using a range of texts, revisit and practise reading skills from weeks 1-4 with particular emphasis on those skills students found difficult, eg commenting on language and selecting interesting words and phrases to comment on.
- Revisit and practise writing skills from weeks 1-4 with particular emphasis on those skills which students found difficult, eg planning, technical accuracy, structuring writing, spelling patterns and conventions.
- Practise and consolidate spoken language:
 - working effectively in a small group
 - how to present ideas at a meeting
 - how to participate effectively by listening, asking and responding to questions
 - the skills involved in chairing a meeting and keeping a record of decisions.

- Students complete the first part of the Spoken Language task group discussion from the selected assessment unit.

Week 10

- Students plan their individual presentations for assessment. Teach and build on their achievement in the first assessment:
 - features of a good presentation
 - structure
 - timing
 - responding to questions.
- Building on the students' achievement in the previous assessments, continue to work on consolidating reading skills with students working more independently:
 - identify the key ideas from a text
 - select and comment on language and structure
 - express an opinion about texts.
- By the end of this week students should be ready to do their individual spoken language assessments. Depending on the numbers in the class and how it is organised, this may take more than one week.

Week 11

- Remind students of requirements for Component 1 assessment.
- Linking reading and writing, use texts to teach structure, writers' language use and ways of engaging the reader.
- Using a range of texts, encourage students to make personal comments and opinions.
- Practise using different sentence structures for effect.
- Spoken Language assessment – individual presentations.

Week 12

- Complete Component 1 Reading and Writing assessment.
- Students should now have completed enough units to submit them for assessment (two Component 1 assessments and one Component 2).