

Teaching plan: flexible short course

Introduction

This resource is a suggested teaching plan for a flexible ELC Step Up to English course (5970). It covers all the requirements for the ELC qualification and can be taught at any point during the academic year.

This plan is particularly useful for transient students, poor attenders or those who are not in a mainstream setting.

Teaching strategies

- text marking, cloze, true/false questions/card sorts
- spelling and vocabulary games
- modelling – skimming, scanning, close reading
- shared reading and writing
- guided reading and writing
- group work
- mini writing tasks to a time limit
- examples to show ‘what good looks like’
- examples of other students’ work to practise proof reading, correcting and editing
- encouragement to read independently as much as possible – many different text types.

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.

Assessment

Students complete two Component 1 tasks and one Component 2 task. Each component requires 1 hour 30 minutes assessment time in controlled conditions.

Base your teaching on our Schemes of work (SOW). Depending on the time you have and the ability of the students, you may want to use a number of these schemes of work to teach and develop skills or just use the ones which are thematically relevant to the assessment papers the students will complete.

Assessment skills

Reading	Writing	Spoken Language
<ul style="list-style-type: none"> • Read a variety of literature and non-fiction texts (extracts or whole texts). • Read texts from the 19th, 20th and 21st century (extracts or whole texts). 	<ul style="list-style-type: none"> • Write a story. • Write to give information and to explain. 	<ul style="list-style-type: none"> • Participate in a group discussion. • Give an individual presentation.
<ul style="list-style-type: none"> • Understand what the text is about. • Identify the key ideas, characters and themes in a text. • Infer and deduce. • Select interesting words and phrases and comment on why the author has used these. • Express an opinion about texts. • Identify structural features. • Compare texts. 	<ul style="list-style-type: none"> • Plan your writing. • Be able to use the features of story writing and writing to explain or give information. • Organise your writing into paragraphs. • Write accurately. • Choose effective vocabulary and sentence structures. • Understand spelling patterns and convention. • Proof read, check, and edit your writing. • For Component 2, write to a limit. 	<ul style="list-style-type: none"> • How to communicate ideas. • How to ask open/closed questions. • Listening skills. • How to respond appropriately to others. • How to present ideas at a meeting. • How to participate effectively by listening and responding to questions.
<p>Understand the requirements of the assessment.</p>		

Learn about Unit Award Scheme (UAS) in our [specification](#).