



Scheme of work: Component 1 – The Next Step

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers The Next Step, a theme for component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit aqa.org.uk/5970

Component 1 (literacy)

Theme: The Next Step

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language.

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Take part in group discussions and make an individual presentation.• Read a selection of non-fiction texts.• Use the text to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• evaluate ideas• express personal preferences.• Learn how to plan, write, edit and proofread a piece of informative writing (application form).	<ul style="list-style-type: none">• AO1 – read and understand a range of texts: identify and interpret explicit and implicit information and ideas.• AO2 – explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO4 – evaluate texts and support this with appropriate textual references.• AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and	<ul style="list-style-type: none">• Careers/job quiz• Newspaper/job centre/online job adverts• Mime cards• Internet access• College course clips• Local college prospectuses• Recruitment adverts/scripts• CV template• Mini whiteboards• Dictionaries• Thesaurus• Personal statement (to improve)• Camera• Interview clothes card

	<p>ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <ul style="list-style-type: none">• AO6 – use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.• AO7 – demonstrate presentation skills.• AO8 – listen and respond appropriately to spoke language, including to questions and feedback on presentations.• AO9 – use spoken English effectively in speeches and presentations.	<p>Additional resources:</p> <ul style="list-style-type: none">• Rhod Gilbert’s work experience DVD
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3.1.1 Reading and comprehension

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to infer • How to compare • Understanding how language is used • Understanding how structure is used 	AO1	<p>Sit everyone in a circle and on post-it notes put the name of a job on their heads. They have to ask yes/no questions to try and find out what job they have been given.</p> <p>Explain that there are tools that can help them decide what sort of career they may be suited to. Take a career quiz.</p> <p>Hand out newspapers or job adverts and ask students to find one they would apply for. Then locate and extract key information such as salary, website, key skills, phone number and company address.</p>
	AO4	<p>Students should take it in turns to choose a job card and then mime the job. The group/partner has to guess what the job is.</p> <p>Tell students that employers work hard on their job adverts to attract the right applicants. Talk about and record what the key features of a good job advert are.</p> <p>Present students with a bad job advert (real or imaginary). Using key feature headings ask them to evaluate the advert. Why is it bad? How could it be improved? As an extension, students could write the improved job advert.</p>
	AO4	<p>Discuss with a partner the top three (most important) and bottom three (least important) things that they will look for in a job (such as working outside, working in a team, working with money) and then share some with the class.</p> <p>Ask students to search online for a job advert or college course that they would like to apply for. Download/print the advert, and then explain what they like about the job/course and anything in the text that puts them off.</p>

What to teach	AO	Suggested activities
	AO2	<p>Watch a video clip about a college course that students are interested in. Examples could include:</p> <ul style="list-style-type: none"> • Motor Mechanics • Animal Care Course • Hairdressing and Barbering <p>Consider a five-question quiz on an advert. Record on mini white boards.</p> <p>Look at a page from a college prospectus. In pairs ask students to discuss key features. Whole class feedback onto board.</p> <p>Individually, ask students to choose a course they are interested in, or choose one for the whole group, and ask them to analyse the presentational features of the text. You may like to give headings such as colours, pictures, text, facts, layout, sentence length, words chosen and effect.</p>

What to teach	AO	Suggested activities
	AO1	<p>Put nine random letters on the board, in a 3x3 grid, and the following scoring system:</p> <p>three letters = 1 point</p> <p>four letters = 2 points</p> <p>five letters = 3 points</p> <p>six + letters = 10 points</p> <p>Then put pupils into teams and give them a mini whiteboard and marker pen. Ask them to record as many words as they can, in two minutes, using these letters. Each letter can only be used once per word.</p> <p>Feed one word back from each pupil and then add up the scores.</p> <p>Ask students to search online or using college prospectuses provided, for a local course they would like to pursue after they leave school. Ask them to read and extract information about the course.</p>
	AO1	<p>Play a work experience game. Watch a clip or read a script from a work experience/apprenticeship campaign, eg National Campaigns from barclayslifeskills.com, or local ones to your area.</p> <p>Using the script(s) put students into teams and ask them to write some true or false questions about the campaign. Swap with another group and complete the quiz.</p>
	All AOs	<p>Writing a response: how to respond to the different question types on the paper, for example tick boxes, lists, tables etc.</p>

3.1.2 Writing

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan an application form • How to edit • How to proofread • What good looks like: <ul style="list-style-type: none"> • appropriate form • language • structure. 	AO5	<p>Create a PowerPoint quiz based on the key features and vocabulary used in an application form. Reveal each sentence and ask students to record A, B, or C on mini whiteboards to indicate their answer.</p> <p>Explain to students that when applying for a job, college course or work experience placement they will need to tell the employer/college their personal details.</p> <p>In pairs, students interview a friend to gain their personal details (full name, address, date of birth, telephone number and email address) and record on a CV.</p> <p>Working individually students then record their qualifications, predicted grades, any work experience that they have and the name and address of a referee.</p>
	AO5/6	<p>Ask students to work in small groups to think about words (adjectives) that best describe their personality to an employer or college. Can they improve those words using a thesaurus?</p> <p>Feed back some key words onto the board.</p> <p>Ask students to individually choose three or more of those words and put them into sentences that they could use in their CV. Swap the sentences with a partner. The partner should then check the sentences for grammar, spelling and punctuation. They may also suggest improvements to content.</p>

What to teach	AO	Suggested activities
	AO5/6	<p>Play a grammar game or watch a grammar video.</p> <p>Give students a personal statement that lacks punctuation (differentiated for the three entry levels) and ask them to correct it in pairs.</p> <p>Working individually ask students to record any personal interests (hobbies) or achievements that they could add into a personal statement on a CV. Ask them to write at least three sentences about those interest and achievements. Swap with a partner to check spelling, grammar and punctuation. Other content improvements can also be made.</p>
	AO5/6	<p>Play a game or watch a clip about filling in forms.</p> <p>Write on the board, 'In five years' time, I want to be...'</p> <p>Give students five minutes to discuss the end of this sentence with a partner in terms of their career ambitions. Feed some ideas back onto the board.</p> <p>Ask students to use their discussion as a basis for writing the final section of their personal statement. Swap with a partner to check spelling, grammar and punctuation. Content improvements can also be made.</p>
	AO5/6	<p>Give students a personal statement that has been cut up. Ask them in small groups to put it into the correct order. Once they have done that, ask them to discuss ways to improve it. These could include better adjectives, more detail, and removal of negative statements.</p> <p>Feed improved personal statements back to the whole class.</p> <p>Ask students to use the 'improved personal statement' structure and the sentences from previous sessions to write their own personal statement for their CV. This can be in draft to allow students to correct spelling, grammar, punctuation and content before it is written into neat.</p>

What to teach	AO	Suggested activities
	AO5/6	<p>Extension/additional activity options could include:</p> <ul style="list-style-type: none"> • Find the address/email/telephone number of the employer/college students would send their CV to and address an envelope to them. • Write a covering letter for a job/course students would like to apply for. • Write a work experience diary based on a real/fictional placement. • Write a letter thanking an employer for letting them take part in work experience (either based on a real or fictional placement).

3.1.3 Spoken language

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • Planning effectively • Communicating ideas effectively • Responding to others appropriately 	AO8	<p>Find and watch a bad interview clip.</p> <p>Then, in groups, discuss:</p> <ul style="list-style-type: none"> • What was wrong with the interviewee's clothes? • What was wrong with the interviewee's body language? • What was wrong with what the interviewee said? <p>As a group draw up a list of good interview techniques.</p>
	AO8	<p>In pairs play a 'yes/no' game. Someone asks a question to the player. The player has to answer without saying yes or no.</p> <p>Explain that when answering questions in an interview students will need to extend their answers fully.</p> <p>In small groups write a list of good interview questions based on a job/college work experience placement students would like to apply for. Once they have a list ask them to discuss possible responses to help them get the job/placement.</p>
	AO7/9	<p>Give students a picture of clothing or words related to clothing, for example jeans, shirt, tie or shorts. Ask students to decide if the item they have would be appropriate for an interview? Everyone with appropriate clothing comes to the front of the room. Everyone with inappropriate clothing goes to the back of the room. Share their word/item and explain why it is or isn't appropriate for an interview.</p> <p>Set up interview panels. They will need a:</p> <ul style="list-style-type: none"> • manager • HR assistant • supervisor

What to teach	AO	Suggested activities
	AO	<ul style="list-style-type: none"> • camera operator • interviewee. <p>Give students the questions they prepared in the earlier session.</p> <p>Each student is interviewed for the post/placement that they want to apply for.</p> <p>Video/watch/self or peer assess performance.</p>
	AO7/8/9	<p>Extension/additional activities could include:</p> <ul style="list-style-type: none"> • Ask students to prepare a PowerPoint/video presentation to share their experiences of a work experience placement/part-time job/college course taster day. • Ask students to make a group/individual vlog giving tips for how to succeed on a work placement/in college/in a part-time job. • Ask students to make an advice video about how to secure a part-time job.

Cross-curricular links

ICT, ASDAN, PHSE

Suggested field trips

Visit to the local job centre to be shown around and to select a job advert.

A work experience placement.

Visits to local colleges.