

AQA Entry Level Certificate - Step Up to English

Curriculum Overview 2020-2021

Core intent of the subject at KS4

It is our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Communication is similarly fundamental to personal development and successful study in English; students undertake a journey to confident communication through the explicit teaching of vocabulary, spelling, grammar, punctuation and essay writing skills. They will prepare and perform speeches, take part in exploratory discussions to express, develop and challenge their own opinions, and discover and utilise their written voice.

Imagination and creativity are also central to writing; throughout our curriculum, students are given the opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. The KS4 STEP UP To English curriculum enables students to prepare for the rigours and demands of GCSE, beginning the journey of technical and analytical skills needed, but with its own separate identity: it broadens the mind through the study of both transactional texts and literature, a range of creative responses and exploratory discussion, group work and a presentation.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to, life in modern Britain.

Assessment

Step Up To English is a nationally recognised qualification that gives students the opportunity to achieve a certified award. The course offers a skills-based approach to the study of English and Literacy. The course is assessed by externally-set non-exam assessments. The specification will encourage Entry Level students to develop the skills they need to read and understand a range of texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The qualification is tailored to students' needs through Silver Step or Gold Step: Silver is aimed at Entry 1 and Entry 2 students and Gold is for Entry 3 students looking to progress to GCSE. **Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning.**

Homework

We set one piece of homework per week. Homework tasks will be linked to the assessment components and will include tasks such as learning key words, research and note-making.

Clubs and/or intervention

Students requiring significant intervention are enrolled in Thinking Reading. Step Up itself is an intervention as it provides a stepping stone to the skills needed for GCSE English language.

Parental/Carer support

A small group of students take this qualification so teachers are in close contact with parents and carers.

Helpful sources of information

[Exam Board \(AQA\)](#)

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	Creative Reading and Writing – Topic 1 & 2 Read and understand a range of fiction texts to experience different styles and techniques. Plan and write short imaginative texts.			
	<ul style="list-style-type: none">➤ Read extracts from a range of fiction in line with the GCSE syllabus.➤ Read for meaning➤ Vocabulary to explain and infer➤ Extract information➤ Use evidence➤ Write a story with a clear beginning, middle, end➤ Plan a response➤ Use paragraphs and sentences accurately➤ Accurate writing (SPaG)➤ Revision of spelling rules, punctuation rules and sentence types	<ul style="list-style-type: none">➤ Externally-set non-exam assessment: up to 1 hour and 30 minutes (one per topic)➤ Reading questions: designed to assess their comprehension of the extract and their appreciation of the techniques used by the writers➤ Writing: plan and produce creative and imaginative responses to stimuli/resources/materials	<ul style="list-style-type: none">➤ This links in directly with the types of questions on Paper 1 in the GCSE Language exam – taught immediately after this unit in the Autumn term.	<ul style="list-style-type: none">➤ This element of the course encourages communication in a creative way, rather than in a transactional manner. The exploration of the literary extracts and the planning and execution of creative writing all encourage careers in theatre, music and the performing arts.➤ This encourages empathy and understanding, vital for careers such as care work, social work and volunteering.
	Spoken Language Communicate effectively through speaking and listening. Express a personal viewpoint or opinion.			

<p>Summer</p>	<ul style="list-style-type: none"> ➤ Participate in a group discussion – listen and speak ➤ Express a view/opinion ➤ Plan and prepare a speech ➤ Present views to an audience ➤ Body language, tone, gesture and other non-verbal clues. 	<ul style="list-style-type: none"> ➤ Group discussion. ➤ Presentation followed by question and answer session 	<ul style="list-style-type: none"> ➤ Throughout English, students are expected to develop their communication skills, this element of the course will allow them to do so, in an environment that will encourage and foster sensitivity and courtesy. ➤ Links with GCSE English NEA component. 	<ul style="list-style-type: none"> ➤ The Spoken Language component links to any career involving spoken communication. It draws on verbal skills, presentations and awareness of non-verbal techniques. ➤ This links to career pathways in the retail and entertainment and hospitality sectors
<p>Literacy Topics – Topic 1 & Topic 2 Read and understand the features and ideas of transactional texts.</p>				
	<ul style="list-style-type: none"> ➤ Read a selection of appropriate transactional texts. ➤ Read for meaning ➤ Vocabulary to explain and infer ➤ Writing in the correct form to match the task (article, letter, speech, essay) ➤ Plan a response ➤ Using paragraphs and sentences accurately ➤ Accurate writing (SPaG) ➤ Revision of spelling rules, punctuation rules and sentence types 	<ul style="list-style-type: none"> ➤ Externally-set non-exam assessment: up to 1 hour and 30 minutes (one per topic) ➤ Students respond to three linked reading tasks and one longer form writing task. ➤ Low stakes knowledge quizzes e.g spelling and punctuation 	<ul style="list-style-type: none"> ➤ These texts are predominately non-fiction and so link with Paper 2 GCSE Language. ➤ Content covers a wide range of topics – including areas of life beyond school, such as leisure activities. 	<ul style="list-style-type: none"> ➤ Transactional writing prepares students for any future studies they may undertake but also for life beyond education. ➤ Topics for Step Up are purposefully linked to the ‘real world’ to ensure students have an understanding of life beyond school and can read and understand important communications they receive, such as a letter from the bank. ➤ The examined assessments challenge students’

				higher order reading skills, time-management, resilience and autonomy.
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