|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Key Stage 4 Curriculum map 2020-2021 Subject: Functional Skills with English Language GCSE | | | | | | | |
| **Year 11** | Half term 1  Sept | Half term 1  October | Half term 2  October-December | Half term 3  Jan-Feb | Half term 4 and 5  March-May | Half term 6  June - July |
| Weeks | **3 weeks** | **4 weeks** | **6 weeks** | **6 weeks** | **5 weeks** |  |
| Module | Teens and Teenagers  (taught alongside Romeo and Juliet) | Winter: Touching the Void  (taught alongside Romeo and Juliet coursework and Of Mice and Men) | War and Conflict **(same as current Year 10s-cross-over work possible)**  (taught alongside An Inspector Calls) | **Functional Skills Revision Scheme**  **(taught alongside Literature Poems)** | **GCSE and Functional Skills-individualised learning programmes (taught alongside Of Mice and Men).** | End of current programme |
| **Key learning questions and Intent** | **FUNCTIONAL SKILLS: READING:**  Can you discover facts and opinions? Can you tell what is true or false? Can you understand and use a more complex vocabulary? Can you read the meaning in a picture? Can you select information that is relevant? Can you understand why language and structure has been chosen? Can you make comparisons? Can you discover the purpose of a text? Can you discuss the language, presentation, formality, attitude and bias of the writer? (L.2)  **GCSE: READING: Paper 1 /Paper 2**  Can you tell what is true or false? Can you pick out key information? Can you write a summary of what you have read? Can you write about the language and structure of the text? Can you write about the language the writer has used? Can you evaluate the experience of reading? Can you compare the attitude or perspective of the writer?  **FUNCTIONAL SKILLS and GCSE Writing:**  Can you plan your writing? Can you write for different audience/ purpose and forms? Can you create effective content? Can you use language and structure appropriately/effectively? Can you use accurate spelling, punctuation and grammar? Can you use complex sentences? | **FUNCTIONAL SKILLS: READING:**  Can you discover facts and opinions? Can you tell what is true or false? Can you understand and use a more complex vocabulary? Can you read the meaning in a picture? Can you select information that is relevant? Can you understand why language and structure has been chosen? Can you make comparisons? Can you discover the purpose of a text? Can you discuss the language, presentation, formality, attitude of the writer? (L.2)  **GCSE: READING: Paper 1 /Paper 2**  Can you tell what is true or false? Can you pick out key information? Can you write a summary of what you have read?? Can you write about the language the writer has used? Can you compare the attitude or perspective of the writer?  **FUNCTIONAL SKILLS and GCSE Writing:**  Can you plan your writing? Can you write for different audience/ purpose and forms? Can you create effective content? Can you use language and structure appropriately/effectively? Can you use accurate spelling, punctuation and grammar? Can you use complex sentences? | **FUNCTIONAL SKILLS: READING:**  Can you discover facts and opinions? Can you tell what is true or false? Can you understand and use a more complex vocabulary? Can you read the meaning in a picture? Can you select information that is relevant? Can you understand why language and structure has been chosen? Can you make comparisons? Can you discover the purpose of a text? Can you discuss the language, presentation, formality, attitude and bias of the writer? (L.2)  **GCSE: READING: Paper 1 /Paper 2**  Can you tell what is true or false? Can you pick out key information? Can you write a summary of what you have read? Can you write about the language and structure of the text? Can you write about the language the writer has used? Can you evaluate the experience of reading? Can you compare the attitude or perspective of the writer?  **FUNCTIONAL SKILLS and GCSE Writing:**  Can you plan your writing? Can you write for different audience/ purpose and forms? Can you create effective content? Can you use language and structure appropriately/effectively? Can you use accurate spelling, punctuation and grammar? Can you use complex sentences? | **Can you understand what the Functional Skills exams expect of you?**  **FUNCTIONAL SKILLS: READING**:  Can you discover facts and opinions? Can you tell what is true or false? Can you understand and use a more complex vocabulary? Can you read the meaning in a picture? Can you select information that is relevant? Can you understand why language and structure has been chosen? Can you make comparisons? Can you discover the purpose of a text? Can you discuss the language, presentation, formality, attitude and bias of the writer? (L.2)  **FUNCTIONAL SKILLS Writing**:  Can you write for different audience/ purpose and forms? Can you create effective content? Can you use language and structure appropriately/effectively? Can you use accurate spelling, punctuation and grammar? | **Can you** work towards the academic goals that you have been set?  **Can you** work towards and attain the next level for Functional Skills?  **Can you** revise for GCSE English and look at practice papers: 1:1? Or 1:2? | - |
| **Off-site opportunity** |  |  | **London:** War Museum/ and/or the Chattri/Brighton Museum | - | - | - |
| **Extended writing** | **Argue (formal):** Teens Letter to editor **(A05 and A06)**  **Explain (informal)** (and persuade): Film Review **(A05 and A06)** | **Argue (formal):** Homeless **(A05 and A06)**  **Persuade (informal):** Magazine article: Best season of the year? **(A05 and A06)** | **Explain/describe:** Postcard-informal **(A05 and A06)**  **Describe:**War Horse Picture-**Writing**-based on a photograph (English Language GCSE-Paper 1, Section B) **(A05 and A06)**  **Explain:** Refugee/object writing task **(A05 and A06)**  **Inform:** Chattri/Brighton and War **(A05 and A06)** | **Inform**: Newspaper Article **(FS Writing)**  Emails and Letters etc: Past Papers  **(FS Writing)** | Bespoke Programme for individual students, based on Learning gaps. | - |
| **Reading activities** | **Newspaper Articles on Teens** **(looking for formality, bias, attitude)**  **Film Reviews** **(looking for formality, bias, attitude)** | **Non-Fiction-Touching the Void (writing summaries, comparing attitudes A01 and A02)**  **A Christmas Carol excerpt**  **(looking at structure and language questions A01 and A02)**  **Magazine Article excerpt**  **(looking at attitude A03)** | **Non-fiction**-**The trenches (facts, selecting and evaluating information A01)**  **Fiction-War Horse** excerpt  (GCSE Paper 1)  **(A01 and AO2)**  **The Boy at the Back of the Classroom** excerpt  **War Photographer** by Carol Ann Duffy **(Lit: A02/A03)**  **Remains** by Simon Armitage **(Lit: A02/A03)** | Past Papers and related materials.  **(FS Reading)** | Bespoke Programme for individual students, based on Learning gaps. | - |
| **Speaking and Listening** | **Discussion on Teen Culture etc.**  **(A07, A08, A09)** | **Moral Discussions based on *Touching the Void*.**  **(A07, A08, A09)** | **Moral and ethical discussions on War and Conflict. (A07, A08, A09)**  **Exam Assessment this term.** | **Some discussion work possible.** |  |  |
| **Skills and Abilities** | **Writing:**  **Planning** for writing  **Writing for different audiences/purposes and forms**  **Creating content**  Using a range of **sentences** and **paragraphs** (particularly COMPLEX sentences)  Using a varied **vocabulary**  **Reading-FS and GCSE:**  Reading for **facts** and **truths** **Looking at vocabulary,**  **Looking at pictures,**  **Selecting** relevant information  Making **judgements** and evaluating information  **Making comparisons, Understanding purpose:** and **use of language, presentation, formality, attitude** and **bias**  Writing **summaries** of reading  Writing about **language** and **structure**  Writing about **attitudes or perspectives**  **Evaluating** the experience of reading | **Writing:**  **Planning** for writing  **Writing for different audiences/purposes and forms**  **Creating content**  Using a range of **sentences** and **paragraphs** (particularly COMPLEX sentences)  Using a varied **vocabulary**  **Reading-FS and GCSE:**  Reading for **facts** and **truths** **Looking at vocabulary,**  **Looking at pictures,**  **Selecting** relevant information  Making **judgements** and evaluating information  **Making comparisons, Understanding purpose :** and **use of language, presentation, formality, attitude** and **bias**  Writing **summaries** of reading  Writing about **language** and **structure**  Writing about **attitudes or perspectives**  **Evaluating** the experience of reading | **Writing:**  **Planning** for writing  **Writing for different audiences/purposes and forms**  **Creating content**  Using a range of **sentences** and **paragraphs** (particularly COMPLEX sentences)  Using a varied **vocabulary**  **Reading-FS and GCSE:**  Reading for **facts** and **truths** **Looking at vocabulary,**  **Looking at pictures,**  **Selecting** relevant information  Making **judgements** and evaluating information  **Making comparisons, Understanding purpose:** and **use of language, presentation, formality, attitude** and **bias**  Writing **summaries** of reading  Writing about **language** and **structure**  Writing about **attitudes or perspectives**  **Evaluating** the experience of reading | **FUNCTIONAL SKILLS**:  **Embedding Reading Skills:**  Reading for **facts** and **truths** **Looking at vocabulary,**  **Looking at pictures, Selecting** relevant information  Making **judgements** and evaluating information  **Making comparisons, Understanding purpose:** and **use of language, presentation, formality, attitude** and **bias** | Bespoke Programme for individual students, based on Learning gaps. | - |
| **SEMH** | **Differentiated for complex students, with bespoke 1:1 for certain students.** | **Differentiated for complex students, with bespoke 1:1 for certain students.** | **Differentiated for complex students, with bespoke 1:1 for certain students.** | **Differentiated for complex students, with bespoke 1:1 for certain students.** | **Differentiated for complex students, with bespoke 1:1 for certain students.** |  |
| **Assessment**  **End of module and Impact** | **Speaking and Listening Assessment Opportunity** | **Speaking and Listening Assessment Opportunity** | **Speaking and Listening Assessment Opportunity** | **Speaking and Listening Assessment Opportunity** | Functional Skills exams  GCSE exams | - |
| **Assessment Objectives:** | **GCSE English Language**:  A01: identify and interpret explicit and implicit information and ideas AND select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically 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 ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  page17image23181584AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | **GCSE English Language**:  A01: identify and interpret explicit and implicit information and ideas AND select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically 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 ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  page17image23181584AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | **GCSE English Language**:  A01: identify and interpret explicit and implicit information and ideas AND select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically 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 ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  page17image23181584AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | **FUNCTIONAL SKILLS:**  **LEVEL ONE READING**  3.1.1  Identify and understand the main points, ideas and details in texts  3.1.2  Compare information, ideas and opinions in different texts  3.1.3  Identify meanings in texts and distinguish between fact and opinion  3.1.4  Recognise that language and other textual features can be varied to suit different audiences and purposes  3.1.5  Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words  3.1.6  Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts  3.1.7  Infer from images meanings not explicit in the accompanying text  3.1.8  Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive)  3.1.9  Read and understand a range of specialist words in context  3.1.10  Use knowledge of punctuation to aid understanding of straightforward texts  Identify the different situations when the main points are sufficient and when it is important to have specific details  **LEVEL TWO READING**  3.1.12  Compare information, ideas and opinions in different texts, including how they are conveyed  3.1.13  Identify implicit and inferred meaning in texts  3.1.14  Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes  3.1.15  Use a range of reference materials and appropriate resources (eg glossaries, legends/ keys) for different purposes, including to find the meanings of words in straightforward and complex sources  3.1.16  Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources  3.1.17  Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias  3.1.18  Follow an argument, identifying different points of view and distinguishing fact from opinion  3.1.19  Identify different styles of writing and writer’s voice  **LEVEL ONE WRITING:**  3.2.7  Communicate information, ideas and opinions clearly, coherently and accurately  3.2.8  Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience  3.2.9  Use format, structure and language appropriate for audience and purpose  3.2.10  Write consistently and accurately in complex sentences, using paragraphs where appropriate  **LEVEL TWO WRITING:**  3.2.11  Communicate information, ideas and opinions clearly, coherently and effectively  3.2.12  Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience  3.2.13  Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables)  3.2.14  Convey clear meaning and establish cohesion using organisational markers effectively  3.2.15  Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose  3.2.16  Construct complex sentences consistently and accurately, using paragraphs where appropriate | **GCSE English Language**:  A01: identify and interpret explicit and implicit information and ideas AND select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically 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 ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  page17image23181584AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | - |
| **Celebration of achievement: outcome, display, presentation, class book etc.** | Presentation of work | Presentation of work | Presentation of work | - | - | - |
| **Student passport** | Evidence of creative writing. | Evidence of creative writing. | Evidence of creative writing. | - | - | - |