

Subject: Yr11 FS English

Article/letter/email/review/leaflet/diary/forum reply

inform/persuade/advise/argue

Date	Outline of Teaching Focus	Links to Prior Learning/Interleaving	Links to Functional Skills	Pre, Way Point and End Point Assessments All assessments will be differentiated to match the learners FS exam.	CORE Links Respect Honesty Trust Integrity Kindness	Opportunities for Development in Cultural Capital	Links to Therapeutic Provision
<p>Autumn 1</p> <p>Recap & reminder (2 weeks)</p> <p>Intro to Crime (4 weeks)</p>	<p>Recap, Remind and Remember</p> <p>Course expectations and requirements of reading, writing and speaking and listening.</p> <p>All learners, old and new, will be baselined to establish key areas for focus and set individual goals and targets.</p> <p>Crocodile Tears</p> <p>This introduction unit will hook learners into the world of media and how it exposes those who have shown 'crocodile tears.'</p> <p>Learners will build their knowledge on the power of media and begin to understand the use of layout to successfully draw in audience. Knowledge on correct use of language for</p>	<p>Current learners will already have an understanding of the criteria of functional skills. New learners will have the chance to discuss any concerns and/or previous knowledge they have.</p> <p>Crime units are present through all long term plans. Learners will have expressed discussions around crime and the causes of crime. The unit will look at analysing text to ensure they understand both language used, the influence it has and the layout of text.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <hr/> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre assessment</p> <p>Base line assessment which will involve both a written (letter/email) and reading element. (to a head teacher re year 10)</p> <p>Way Point</p> <p>S&L discussions focused on morality of lying.</p> <p>Media reading tasks and comprehension allow for all elements of skills to be covered.</p> <p>End assessment</p> <p>Review of a TV programme – using correct and formal language and using the required layout.</p>	<p>The ground rules for the group encompassing CORE links will set the foundation for the following year.</p> <p>The idea of trust and integrity will naturally filter into the lies told by criminals.</p>	<p>Access to various media to examine how different victims and criminals are represented.</p> <p>Opportunities to examine the police process and the use of forensics/psychology .</p> <p>Media interviews with Ian Huntley, Tracey Andrew and Mick Phillipotts.</p>	<p>A provision of a safe environment for learners to express their concerns and fears about the course.</p> <p>Further development of their empathy of others and themselves.</p> <p>Looking at the morality of lying.</p>

	<p>specific tasks will be explored.</p> <p>Using previous baselining and staff comments, learners will work on key SPaG skills to enhance and improve their written work.</p>						
Autumn 2	<p>Modern Crime Unit</p> <p>This unit looks at bringing current and important issues such as knife crimes, hate crimes and brings in the concern about the devastation of county lines to modern day society.</p> <p>Various stimulus will provide opposing views on such issues for learners to form and be able to write a written response to exam style questions.</p> <p>Skills learners will be able to use a variety of persuasive language techniques to enhance their writing.</p> <p>Independently, learners will be able to express the reason why layout techniques have been used.</p> <p>Learners will be able to infer information from given text and form answers around the meaning and purpose of articles.</p>	<p>Learners will have been exposed to aspects of criminals and criminality through various</p> <p>Persuasion techniques will be studied through both Key Stage 3 and into Key Stage 4. This unit will allow learners to use them independently and be able to recognise them in their peers work.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre assessment Low stake questionnaire using an article as the base. Looking at layout and languages techniques</p> <p>Speaking and listening tasks on modern day crime topic (use of a current article/TV programme).</p> <p>Way Point Creation of a WAGOLL article using key persuasive and layout techniques to argue for against change in laws.</p> <p>End assessment S&L and speech writing using persuasive technique based on</p>	<p>Learners will discuss the level of respect criminals may have in the hierarchy of criminality.</p> <p>Core values will base the foundation of a number of speaking and listening tasks.</p>	<p>Bringing in both historical crimes will allow learners to access crimes around the country.</p> <p>Key speakers – e.g. Knife Crime and LW.</p> <p>Key family interview e.g. 'Murdered for being different.'</p> <p>Visit to Stephen Lawrence Research Centre at DMU</p> <p>Visit to knife Angel Sculpture</p> <p>Visit from Riaz Khan</p>	<p>Learners will be able to discuss the consequences of crimes discussed.</p> <p>Learners will be able to offer their experiences to enhance discussion.</p> <p>Showing interviews and programmes will prompt discussions which will look at</p>

				a Level 1 Writing Task.			
CHRISTMAS HOLIDAYS							
<p>Spring 1</p>	<p>Equality and Diversity in Britain</p> <p>Learners will be examine the differences between present modern day Britain and also discuss some of the history behind some key events.</p> <p>Different aspects of social class lives in Britain will be examined.</p> <p>Learners will understand and be able to use a variety of IHADAFORREST techniques to aid their persuasive writing skills.</p>	<p>Learners will have experienced units looking at the differences in society.</p> <p>Aspects of differences in the UK will have been explored through a variety of literature.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre assessment Speaking and listening discussion, using media as stimulus as to whether diversity is beneficial for Britain.</p> <p>Examine the word 'British' and what it means to the learners.</p> <p>Way Point To write a correctly formatted internet forum reply to a topical E&D event and expressing personal opinion, using informal language.</p>	<p>Learners will discuss key aspects such as respect to different cultures and backgrounds.</p> <p>Understanding the need and structure of polite and formal language in complaint writing.</p>	<p>Access to current newspaper articles in both broadsheet and tabloid.</p> <p>Personal accounts of diversity from in school speakers or through media clips.</p> <p>Use of social media such as adverts, TV programmes, music awards and connect them to responses on social media.</p> <p>Speeches – MLK and Greta Thunberg.</p>	<p>Provision of a safe environment for learners to discuss their/their family's experiences of E&D.</p> <p>Further empathy building looking at the lives of individuals/groups in society.</p>

				End assessment Persuasive letter writing using persuasive techniques			
Spring 2	<p>Short Novel/Novel Extracts</p> <p>Lamb to the Slaughter</p> <p>Learners will explore the key themes of the shift of patriarchy through different decades whilst examining other themes such as betrayal and manipulation. Learners will also look at the structure of a narrative.</p> <p>Learners will understand the structure of functional skills written tasks and apply them through the reading of a fictional story.</p> <p>Learners will use inference to 'read between the lines' of the story.</p>	Learners will have previously been exposed to literature through the ages. This literature looks at 20 th Century literature but possibly from an era which learners have yet to explore, des	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre assessment Low stake quiz based on the selected short story – looking at era, law, politics, food, family and the home.</p> <p>Way Point Comprehension questions from chosen short story.</p> <p>Speech writing / report writing arguing whether Mrs Maloney should have been prosecuted.</p> <p>End assessment Repeat of low stake quiz</p> <p>Fictional diary account from the perspective of a 1950s housewife or husband.</p>	<p>Looking at the respect towards women/individuals in various periods of history.</p> <p>Using discussion and debate to show kindness and respect to others.</p> <p>Looking explicitly at the inequalities of genders.</p>	<p>Exposure to 1950s/1960s media including TV, food and adverts.</p> <p>Experience short novel literature.</p> <p>Watching the Tales of the unexpected.</p>	<p>Providing opportunities to discuss inequalities and looking in our own lives to tackle perceptions.</p> <p>Looking at preferences to life – then and now. Discussing the pros and cons of different eras/family set ups.</p>
EASTER HOLIDAYS							

KS4 Long Term Plan

<p>Summer 1</p>	<p>Leicester Life Unit</p> <p>This unit will introduce a more microscopic look into the world around them. It will centralise ideas and historical figures to Leicester. Learners will look at the benefits of living in a diverse society.</p> <p>Learners will further develop reading skills to balance arguments whilst using key skills to find key information to aid their skills.</p> <p>Learners will use developed S&L skills alongside using reading skills to balance out their views and opinions.</p>	<p>In Spring 2 learners looked at the shift of power of women in society, this unit will look at the influence Leicester had in the suffragette movement. Aspects of the previous E&D unit will bring in specific local issues/events.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <hr/> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing L1.22 – L1.25</p>	<p>Pre Assessment Low take quiz on aspects of Leicester Life</p> <p>Debate/discussion about the benefits Leicester has brought to the UK.</p> <p>Way Point Comprehension task connected to low stake quiz and discussion (demystify some key ideas expressed in Pre Assessment).</p> <p>End Point Create a persuasive article/leaflet promoting Leicester/an element of Leicester</p>	<p>Learners will understand more about the more famous aspects of Leicester and the people it has produced to grow a new respect for its historical content.</p>	<p>Tasting local cuisine.</p> <p>Visiting notable local areas such as Narborough Road</p> <p>BBC Leicester Radio visit (first local radio)</p> <p>Extracts from local authors Riaz Khan/Bali Rae</p> <p>Visiting local ‘tourist spots e.g. LCFC, Space Centre.</p> <p>Historical content – Richard III. Leicester Walking Trail.</p>	<p>Allows for learners to look ‘around them’ into the environment they live in.</p> <p>Opportunities to discuss feelings and fears about visiting new areas and trying new things.</p>
<p>Summer 1</p>	<p>Responsible Me Unit</p> <p>Learners will understand the roles and responsibilities needed to live independently and be aware of the knowledge needed understand them.</p> <p>Learners will develop skills around reading for information, responding to text and writing detailed formal accounts.</p>	<p>Learners will have experience of the Post 16 through both year 10 and 11 so will be aware of the structure of what is required after the academic year has finished.</p> <p>The unit will look at finalising any details which need to be completed and introduce them to the idea of English and its use of ‘living independently’.</p>	<p>Entry Level 3 S&L E3.1 – E3.7 Reading E3.8 – E3.12 Writing E3.13 – E3.22</p> <hr/> <p>Level 1 S&L L1.1 – L1.8 Reading L1.9 – L1.8 SPaG L1.9 – L1.21 Writing</p>	<p>Pre assessment Proofreading task of a set of tasks to include: letter from a utility,</p> <p>Way Point Completed cover letter of application and CV.</p> <p>End Point Speaking and listening task</p>	<p>Learners will look at their own self to be able to create a full and detailed CV.</p> <p>Learners will look at the aspects of characteristic which are desired in job descriptions from a variety of sources.</p>	<p>Potential LLEP discussion</p> <p>Connexions meetings if still required</p> <p>Visits to college if needed</p> <p>Reading Bank Statements and understanding letters and acronyms from the bank.</p> <p>Looking at different organisation techniques</p>	<p>This allows learners to feel more confident with the changes that are happening.</p> <p>Looking at real life situations and problems such as making a bank account and making appointments.</p>

	Understanding how to take and organise self for chosen college course.		L1.22 – L1.25	Mock Interview – using prepped questions/answers.		such as note taking in lectures.	
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<p>Entry Level 3 Speaking, Listening and Communicating</p> <p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p> <p>Reading</p> <p>E3.8 Read correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.10 Identify different purposes of straightforward texts</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; knowledge of different word types)</p> <p>E3.12 Understand organisational features and use them to locate relevant</p> <p>Writing</p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second & third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length</p>	<p>Functional Skills Level 1 Speaking and Listening</p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.3 Respond effectively to detailed questions</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 Express opinions and arguments and support them with evidence</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p> <p>Reading</p> <p>L1.9 Identify and understand the main points, ideas and details in texts</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p> <p>SPaG</p> <p>L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words</p>
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E3.20 Use appropriate format and structure when writing straightforward texts,
E3.21 Use adjectives and simple linking words in the appropriate way
E2.22 Use language appropriate for purpose and audience

Writing

L1.22 Communicate information, ideas and opinions clearly, coherently and accurately
L1.23 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
L1.24 Use format, structure and language appropriate for audience and purpose
L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

