



English Curriculum Plan Overview

KS5 - Ascentis Level 1 in English Skills

Term	Topic	Overview of Content	Assessment Objectives	How can parents' best support	Key Vocabulary
Autumn Term	Receiving and Responding to Information	<p>Relevant information will vary depending upon the purpose of the task.</p> <p>Strategies to check understanding, e.g. nodding, 'um', 'say that again'.</p> <p>Feedback and confirmation can be visual or verbal. Visual – nodding or shaking of head Verbal – 'So you are saying...' 'I see', 'Go on'.</p> <p>Active communication skills</p> <ul style="list-style-type: none"> ▪ Keeping adequate eye contact ▪ Concentration ▪ Focusing on the speaker. 	<p>1.1 Identify relevant information from explanations and presentations on a range of straightforward topics</p> <p>1.2 Follow explanations and instructions in a range of contexts</p> <p>2.1 Use strategies to check their own and others' understanding</p> <p>2.2 Give feedback and confirmation when listening to others</p> <p>3.1 Demonstrate active communication skills 3.2 Respond to questions on a range of topics</p>	<p>Encourage social interactions whilst at home and in different settings.</p> <p>Allowing students to take on more responsibility within the home.</p> <p>Encouraging students to be involved in some decision making.</p>	
Assessment:	Ascentis Level 1 in English Skills - Receiving and Responding to Information - End of unit exam				
Spring Term	Speaking	<p>Formal/informal</p> <p>Language formality changes by the use of:</p> <ul style="list-style-type: none"> ▪ Full grammatically correct sentences 	<p>1.1 Use formal/informal language according to the situation</p> <p>1.2 Express clearly facts, explanations, instructions, accounts and descriptions</p> <p>1.3 Make requests and ask questions to obtain information</p>	<p>Encourage conversations on a wide range of topics.</p>	

		<ul style="list-style-type: none"> ▪ Avoiding the use of contractions, e.g. don't, isn't ▪ Using conjunctions such as however, nevertheless rather than and or but <p>Turn taking</p> <p>Effective conversation requires the involvement of all parties involved. Techniques involve:</p> <ul style="list-style-type: none"> ▪ Formal techniques such as a raised hand, asking a question ▪ More informal methods such as facial or body gestures (shifting in seat) ▪ Verbal methods such as 'Er', 'um' 'but'. <p>Relevant contributions: Require pre-planning, effective listening and ensuring understanding.</p> <p>Appropriate phrases – e.g. 'Excuse me', 'I believe', 'Sorry to interrupt', 'Can I just say'</p>	<p>2.1 Sustain and influence discussion</p> <p>2.2 Respect the turn taking of others</p> <p>2.3 Make contributions relevant to the situation and subject</p> <p>2.4 Use appropriate phrases for interruption.</p>	<p>Encourage students to engage in conversations with less familiar people when possible.</p> <p>Encourage students to give their own opinions on different matters.</p>	
Assessment:	Ascentis Level 1 in English Skills - Speaking - End of unit exam				
Summer Term	Class Read	<p>Pupils will read a novel as a whole class.</p> <p>Pupils will cover the following:</p> <ul style="list-style-type: none"> ● Context and setting (19th Century). 	<ul style="list-style-type: none"> ● Discussing and encouraging reading for pleasure ● Plot focus ● Character focus ● Theme focus ● Evaluation review 	<p>Encourage reading for pleasure at home.</p> <p>Encourage reading for a particular purpose e.g. instructions for setting up something in the home or</p>	

		<ul style="list-style-type: none"> ● Writer's use of language. ● Inference and deduction. ● Character analysis. ● Building tension. ● Writer's use of language. ● How the writer creates sympathy. 		<p>for sourcing a particular item in a shop or online.</p> <p>Encourage conversations around items in the news and the feelings that the news items evoke.</p>	
Assessment:	Class read - Review and Evaluation				