

English overview Year 2018-2019 - Castledon Sixth Form College

Year 2	Autumn	Spring	Summer
<p>English – Gateway Qualifications Functional Skills Qualification in English at Level 1, Level 2, Entry Levels 1, 2 and 3 Edexcel iGCSE English Language</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Read and understand a variety of texts in detail • Understand the main events in chronological texts • Identify suitable responses to texts • Use organisational features to obtain information <p>Writing:</p> <ul style="list-style-type: none"> • Plan, draft and organise writing • Write clearly and coherently, including an appropriate level of detail • Present information in a logical sequence • Use a range of sentence structures, including complex sentences and paragraphs to organise written communication effectively <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Make relevant and extended contributions to discussions • Prepare for and contribute to the formal discussion of ideas and opinions • Use appropriate language in formal discussion/exchanges 	<p>Reading:</p> <ul style="list-style-type: none"> • Obtain specific information through detailed reading • Utilise information contained in texts • Read and understand high frequency words and words with common spelling patterns • Identify the purposes of texts and comment on how meaning is conveyed <p>Writing:</p> <ul style="list-style-type: none"> • Present information/ideas concisely, logically and persuasively • Use a range of writing styles for different purposes • Punctuate written text using commas, apostrophes and inverted commas accurately • Use basic grammar including basic verb-tense and subject-verb agreement • Check work for accuracy, including spelling <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Make different kinds of contributions to discussions • Use techniques to clarify and confirm understanding • Communicate information so that the meaning is clear 	<p>Reading:</p> <ul style="list-style-type: none"> • Read and summarise, succinctly, information/ideas from different sources • Detect point of view, implicit meaning and/or bias • Understand the main points in a text • Read and understand texts in different formats using strategies/techniques appropriate to the task • Read and understand simple instructions and directions <p>Writing:</p> <ul style="list-style-type: none"> • Use language, format and structure suitable for purpose and audience • Use correct grammar and correct and consistent use of tense so that meaning is clear • Use written words and phrases to record and present information • Construct compound sentences using common conjunctions <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Follow the main points of discussion • Give own point of view and respond to others' point of view • Express simply feelings or opinions and understand those expressed by others • Communicate information so that the meaning is clear
<p>Format of college phase English lessons</p> <p>(Groups may be reduced to two, or increased to four, per lesson if only two</p>	<p>English lessons are structured, planned and taught in small teaching groups and on a rotational basis. Where possible, each group focuses on a different key skill; these are the key skills required for the Entry Level and Functional Skills English exams. Groups run simultaneously during each lesson and on a rotational basis across the following one, two or three lessons (depending on timetable allowances).</p> <p>The focus of each groups are:</p> <ul style="list-style-type: none"> • Guided Reading 		

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lessons a week are timetabled)	<ul style="list-style-type: none">• English skills (grammar, reading, writing, speaking)• Project-based work. <p>(Groups may be reduced to two, or increased to four, per lesson if only two lessons a week are timetabled).</p> <p>Guided Reading:</p> <ul style="list-style-type: none">- Group reading: learners study a text in a small group, paired or independently. Learners are encouraged to read aloud the text in accordance with their ability and confidence with the hope of increasing the amount they read throughout the year- Learners are asked key ‘reading for meaning’ questions to ensure text understanding and clarity- Learners write answers to level-specific questions. Questions are set to the level of English the learner is targeted. Questions predominantly mirror the format used in the Gateway Reading exam papers or Edexcel IGCE Reading paper.- Guided Reading work is marked and assessed each lesson- A range of novels/novellas is studied throughout the year. Authors used during Guided Reading sessions include: Roald Dahl, Charles Dickens, David Almond, Morris Gleitzman, Frank Cottrell-Boyce and Benjamin Zephaniah. <p>English skills:</p> <ul style="list-style-type: none">- Predominantly a teacher-led group focusing on key skills required to pass Reading, Writing and Speaking and Listening assessments- Skills are taught in a range of ways: interactive resources; focused work sheets with close teacher guidance; exam practice papers (near exam times); peer and self –assessment; teacher feedback; individualised learning as required; dictionary and thesaurus usage; word-level and sentence-level tasks and games; honing technical and grammatical accuracy through life-skills and application to everyday roles and responsibilities- Work is marked, assessed and Next Steps set each lesson- Student involvement is encouraged and, if confident, students can plan and lead sessions (under teacher direction) <p>Project-based work:</p> <ul style="list-style-type: none">- This can range from anything to writing letters, emails, blogs, speeches to Reading and Writing projects which mirror the English Reading and Writing exams (Axis Education and BKS B resources can be utilised)- Work is often related to life-skills including everyday roles and responsibilities- Work is assessed and redrafted if necessary- Work in this group will also incorporate any Speaking and Listening preparation, rehearsing and filming (at least two Speaking and Listening tasks are to be completed by each learner during the year. They are teacher-assessed then externally moderated)
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