

REFORMED ENTRY LEVEL CERTIFICATE IN ENGLISH

Co-teachability with Eduqas GCSE English Language

This document suggests ways that the reformed ELC English qualification could be co-taught alongside GCSE English Language or be used as a stepping-stone for learners working their way up to GCSE.

Contents

Main Table Heading	
Introduction	Page 2
Stepping-stone to GCSE English Language	Page 3
Two-year ELC / GCSE Co-teachability plan	Pages 4-5
ELC and GCSE skills and content map	Page 6

Introduction

It is worth remembering that English is a spiral curriculum and concerns itself predominantly with three things: Reading, Writing and Oracy (Communication).

A spiral curriculum can be defined as a course of study in which learners will see the same topics or skills throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. From primary school and right through secondary school, our aim is to develop, enhance and refine these skills with learners. A longer term programme of study, therefore, would continually return to Reading, Writing and Oracy (Communication) with increasing demand and sophistication.

Whilst there is a challenge for a teacher of English in selecting appropriate and interesting material for learners moving up the spiral, it does provide the opportunity for co-teachability with other English qualifications given that the 'content' for English – regardless of stage, age or qualification followed – is the same (just more or less demanding).

Part of the reformed ELC English qualification is the inclusion of Band 5 assessment criteria that attest to performance at Level 1, the expected achievement for learners at the lower GCSE grade range. This will hopefully enable teachers delivering the ELC course to track the progress of their learners in-line with GCSE attainment and ensure those capable of sitting GCSE English Language are entered when ready.

The suggestions that follow are just that: suggestions. Hopefully these will provide a starting point for teachers to explore how they could deliver both the ELC English and GCSE English Language qualifications to learners for whom this would be appropriate.

ELC English: Stepping-stone to GCSE English Language

Year 10 (ELC English)

<p>Autumn 1 Reading modern prose and Narrative writing Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences <i>Topic Tests 1&3</i></p>	<p>Spring 1 Editing, sequencing and proofreading Range of activities for verbal reasoning and understanding of sequencing (cloze, sorting, matching, etc.) Use knowledge of language to sequence events/instructions Spelling rules Understanding of agreement Temporal and addition connectives <i>Topic Tests 2&4</i></p>	<p>Summer 1 Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i></p>
<p>Autumn 2 Communication Presenting a point of view Explaining views / ideas Structuring ideas in a logical way Communicating in a group Responding to questions Persuasion techniques Formal and informal language <i>Practical Assessment: Tasks 1&2</i></p>	<p>Spring 2 Non-literary Reading and Writing Retrieving information Identifying and summarising main points Interpreting information Making simple deductions/inferences Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.)</p>	<p>Summer 2 Preparing for GCSE Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Using connectives for addition, emphasis and explanation <i>Spoken Language assessment</i></p>

Year 11 (GCSE English Language)

<p>Autumn 1 Reading: 20th century literature Identifying and interpreting information in prose texts Selecting and synthesising from prose texts Explaining and analysing in prose texts Making deductions/inferences</p>	<p>Spring 1 Reading: 19th and 21st century non-fiction texts Identifying and interpreting information in non-fiction texts Selecting and synthesising from non-fiction texts Explaining and analysing in non-fiction texts Making deductions/inferences Using connectives to compare/contrast</p>	<p>Summer 1 Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks Familiarisation with GCSE exam papers and mark schemes</p>
<p>Autumn 2 Writing: creative prose Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives Punctuating dialogue <i>Mock Component 1</i></p>	<p>Spring 2 Writing: non-literary texts Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Sentence structure: conditional clauses Vocabulary: imperatives and emotive language Causality connectives <i>Mock Component 2</i></p>	<p>Summer 2 <i>Component 1 Examination</i> <i>Component 2 Examination</i></p>

Co-teaching ELC English and GCSE English Language YEAR 1

	ELC English	GCSE English Language
Year 10 Autumn 1	<p>Reading modern prose Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Making deductions / inferences <i>Topic Test 1</i></p>	<p>Reading: 20th century literature Identifying and interpreting information in prose texts Selecting from prose texts Explaining and analysing detail in prose texts Evaluate texts supported by appropriate textual references</p>
Year 10 Autumn 2	<p>Narrative writing Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences Punctuating dialogue <i>Topic Test 3</i></p>	<p>Writing: creative prose Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives <i>Mock Component 1</i></p>
Year 10 Spring 1	<p>The World of Work Formal and informal language Responding to questions <i>Practical Assessment Task 2</i></p>	<p>The World of Work Writing to provide information – developing ideas (CVs, reports, letters of application, structuring a talk, etc.) Connectives for addition</p>
Year 10 Spring 2	<p>Presenting a point of view Structuring ideas in a logical way Communicating in a group Responding to questions <i>Practical Assessment: Task 1</i></p>	<p>Presenting a point of view Explaining views / ideas Persuasion techniques Connectives for explanation <i>Spoken Language assessment</i></p>
Year 10 Summer 1	<p>Editing and sequencing Range of activities for verbal reasoning and sequencing (cloze, sorting, matching, etc.) Use of language to sequence events/ instructions <i>Topic Test 2</i></p>	<p>Editing and sequencing Organise information and ideas Using structural and grammatical features to support coherence and cohesion of texts Temporal and addition connectives</p>
Year 10 Summer 2	<p>Proofreading Spelling rules Understanding of agreement <i>Topic Test 4</i></p>	<p>Accurate, Purposeful Writing Developing vocabulary Variety of sentence structures Punctuation recap</p>

Co-teaching ELC English and GCSE English Language YEAR 2

	ELC English	GCSE English Language
Year 11 Autumn 1	Non-literary Reading Retrieving information Identifying and summarising main points Interpreting information Making simple deductions / inferences	Reading: 19th and 21st century non-fiction texts Identifying and interpreting information in non-fiction texts Selecting and synthesising from non-fiction texts Explaining and analysing in non-fiction texts Making deductions / inferences Using connectives to compare and contrast
Year 11 Autumn 2	Functional Writing Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.) Spelling: based on personal need	Writing: non-literary texts Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Vocabulary: imperatives and emotive language Sentence structure: conditional clauses <i>Mock Component 2</i>
Year 11 Spring 1	Technical Accuracy Developing vocabulary through reading	Revising 20th century literature reading and creative prose writing
Year 11 Spring 2	Revising non-fiction Reading and Functional Writing	Revising 19th and 21st century non-fiction Reading and non-literary Writing
Year 11 Summer 1	Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i>	Preparing for GCSE Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.)
Year 11 Summer 2	Exam preparation Familiarisation with GCSE exam papers and mark schemes	<i>Component 1 Examination</i> <i>Component 2 Examination</i>

ELC and GCSE skills and content map

	ELC English	GCSE English Language
Content	<ul style="list-style-type: none"> • Non-literary Reading • Functional Writing • Response to twentieth/twenty-first century prose • Narrative writing • Presentation • Group discussion • Interview 	<ul style="list-style-type: none"> • Reading: 19th and 21st century non-fiction texts • Transactional / Persuasive Writing • 20th century literature Reading • Prose writing • Spoken language presentation / speech • Responding to questions
Reading	<ul style="list-style-type: none"> a) retrieve information b) identify and summarise main points / ideas / information c) interpret information d) make simple deductions / inferences e) understand and express opinions f) understanding of contextualised meaning g) knowledge of language to sequence events/instructions 	<ul style="list-style-type: none"> a) identify explicit and implicit information and ideas b) select and synthesise evidence from different texts c) interpret explicit and implicit information and ideas d) analyse how writers use language / structure e) comment on how writers use language / structure f) explain how writers use language and structure h) compare writers' ideas and perspectives
Writing	<ul style="list-style-type: none"> a) proofreading b) give opinions c) write to persuade d) write to inform e) write creatively and imaginatively f) spell accurately g) use language accurately h) use punctuation accurately 	<ul style="list-style-type: none"> a) sentence structures b) communicate clearly c) write for a range of audiences and purposes d) adapt style to real-life contexts e) describe and narrate imaginatively f) accurate spelling g) range of vocabulary h) accurate punctuation
Communication	<ul style="list-style-type: none"> a) express opinions on the topic b) give reasons for opinions c) respond to questions and the contributions of others d) communicate in a logical and structured way e) convey detail and information to clarify the audience's understanding f) persuade the audience to agree with views g) adapt their presentation skills to the formal context h) use appropriate tone / language i) present information relevant to the task 	<ul style="list-style-type: none"> c) Listen and respond appropriately to spoken language, including to questions and feedback g) demonstrate presentation skills in a formal setting h) use spoken Standard English effectively