

REFORMED ENTRY LEVEL CERTIFICATE IN ENGLISH

Co-teachability with 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)		
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>	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>	Summer 1 Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i>
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>	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.)	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

		Spoken Language assessment
Year 11 (GCSE English Language)		
Autumn 1 Reading: Description, Narration and Exposition texts Identifying and interpreting information Selecting and synthesising Explaining and analysing detail Evaluate texts supported by appropriate textual references Editing and sequencing Organise information and ideas Temporal / addition connectives	Spring 1 Argumentation / Persuasive Writing Writing to persuade (speech, letter, blog, etc.) Writing to argue (review, article, etc.) Vocabulary emotive language Sentence structure: conditional clauses Presenting a point of view Explaining views / ideas Persuasion techniques Connectives for explanation <i>Individual Researched Presentation</i>	Summer 1 Exam preparation: Practice timed Reading and Writing tasks Familiarisation with GCSE exam papers and mark schemes Proofreading <i>Mock Unit 2</i>
Autumn 2 Description and Exposition Writing (user guide, factsheet, Wiki, blog, article, etc.) Research Skills Identifying and interpreting information Selecting and synthesising <i>Responding and Interacting Group Discussion</i>	Spring 2 Reading: Argumentation, Persuasion and Instructional texts Identifying and interpreting information in texts Selecting and synthesising from texts Explaining and analysing in texts Making deductions/inferences Using connectives to compare and contrast <i>Mock Unit 3</i>	Summer 2 <i>Component 1 Examination</i> <i>Component 2 Examination</i>

Co-teaching ELC English and GCSE English Language YEAR 1

	ELC English	GCSE English Language
Year 10 Autumn 1 Reading modern prose Identifying and locating facts / ideas / information / opinions Understanding and expressing opinions Making deductions/inferences <i>Topic Test 1</i>		Reading: Description, Narration and Exposition texts Identifying and interpreting information in texts Selecting from prose texts Explaining and analysing detail in texts Evaluate texts supported by appropriate textual references
Year 10 Autumn 2 Narrative Writing Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences Punctuating dialogue <i>Topic Test 3</i>		Narrative Writing Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives
Year 10 Spring 1 Varying Sentence Structure Developing vocabulary through reading		Description and Exposition Writing (user guide, factsheet, Wiki, blog, article, etc.) <i>Mock Unit 2</i>

Year 10 Spring 2	Presenting a point of view Structuring ideas in a logical way Communicating in a group Responding to questions <i>Practical Assessment: Task 1</i>	Presenting a point of view Explaining views / ideas Persuasion techniques Connectives for explanation <i>Individual Researched Presentation</i>
Year 10 Summer 1	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>	Editing and sequencing Organise information and ideas Using structural and grammatical features to support coherence and cohesion of texts Temporal and addition connectives
Year 10 Summer 2	Proofreading Spelling rules Understanding of agreement <i>Topic Test 4</i>	Accurate, Purposeful Writing Developing vocabulary Variety of sentence structures Punctuation recap

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: Argumentation, Persuasion and Instructional texts Identifying and interpreting information in texts Selecting and synthesising from texts Explaining and analysing in 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	Argumentation / Persuasive Writing Writing to persuade (speech, letter, blog, etc.) Writing to argue (review, article, etc.) Vocabulary: imperatives and emotive language Sentence structure: conditional clauses <i>Mock Unit 3</i>
Year 11 Spring 1	The World of Work Formal and informal language Responding to questions <i>Practical Assessment Task 2</i>	Research Skills Identifying and interpreting information Selecting and synthesising from texts <i>Responding and Interacting Group Discussion</i>
Year 11 Spring 2	Functional writing Writing to provide information – developing ideas (CVs, reports, letters of application, structuring a talk, etc.) Connectives for addition Revising non-fiction Reading	Reading: Description, Narration and Exposition texts Reading: Argumentation, Persuasion and Instructional texts
Year 11 Summer 1	Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks <i>Component 1: Written Examination</i>	Argumentation / Persuasive Writing Description, Narration and Exposition Writing

Year 11 Summer 2	Exam preparation Familiarisation with GCSE exam papers and mark schemes	<i>Unit 2 Examination</i> <i>Unit 3 Examination</i>
---------------------------------	---	--

ELC and GCSE skills and content map		
	ELC English	GCSE English Language
Content	<ul style="list-style-type: none"> • Non-literary Reading • Response to twentieth/twenty-first century prose • Functional Writing • Narrative Writing • Presentation • Group discussion • Interview 	<ul style="list-style-type: none"> • Reading: Argumentation, Persuasion and Instructional texts • Reading: Description, Narration and Exposition texts • Argumentation / Persuasive Writing • Description, Narration and Exposition Writing • Individual Researched Presentation • Responding and Interacting
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. retrieve and analyse information b. synthesise and summarise information c. interpret themes, meaning, ideas and information d. use inference and deduction skills e. evaluate and reflect on interpretations f. comment on how writers use language / structure g. edit texts h. compare and evaluate the usefulness, relevance and presentation of content
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. punctuation accurately 	<ul style="list-style-type: none"> a. proofread b. communicate clearly and effectively c. selecting vocabulary and style appropriate to task and purpose d. use and adapt register and forms e. engage the reader f. accurate spelling g. engage and influence the reader 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 other speakers' ideas, questions and perspectives e) present and organise information clearly and purposefully f) use a variety of techniques g) adapting their talk in formal and informal situations h) accurate grammar and expression
----------------------	--	--