Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

Discovery

Students will begin to work towards the assessment objectives listed below. *In some cases they may need to work on them in a group or with some support or with additional prompts.*

AO1-Identify and interpret explicit and implicit information and ideas.
A02- Explain, comment on and analyse how writers use language and structure to achieve effects.
AO3- Compare writers' ideas and perspectives across two or more texts.
AO4- Evaluate texts critically and support this with appropriate textual references.
AO5- Communicate clearly, effectively and imaginatively.
AO6- Accurate punctuation/range of sentences for effect.
AO7: Demonstrate presentation skills in a formal setting
AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentation.

6.7- Discovery Curriculum – *Step Up English – Working at or towards Entry Level 1 Silver Steps (AQA)*

Year	2020 – 2021 Autumn 1	2020 – 2021 Autumn 2	2020 – 2021 Spring 1 and 2	2020-21 Summer 1 and 2
All students to study units identified years 12-14. Students in year 14 to sit the formal assessments	**Topic: Topic: Step Up to English AQA Silver Steps (Entry Level) Component 1 – Detectives** **Skills Framework Speaking and Listening Steps** **Key Questions:** • What skills do you need to be a	**Topic: Component 1- The Next Step** Paper 2 Skills using materials from the Next Steps and appropriate non-fiction tasks **Skills Framework – Speaking and Listening Steps** **Key Questions:**	**Topic: Component 2 - Exploring double weighting** Paper 1 and 2 Skills. Selected texts/extracts related to exploring **Skills Framework – Speaking and Listening Steps** **Key Questions:**	**Topic: Component 2 - Sport Double Weighting (carry forward)** Paper 1 and 2 Skills. Selected texts/extracts related to sport1` **Skills Framework – Speaking and Listening Steps** **Key Questions:** What is the difference

for each unit and to bank these	detective? • Could you be a detective? • What kind of crimes do detectives have to solve? • Do you have good detective skills? **Key Skills and Knowledge:** • Basic Information retrieval • Basic Comprehension • Simple Inference • Working towards commenting on word choice and structure with support and choices • Ability to comment on simple texts and their effects. • Being able to show preferences in terms of simple texts • To begin to recognise and use some descriptive language. • To write and speak in simple phrases and or sentences (this may be with	What is inference? What are the features of Non-fiction? What are the main features of informative writing? What are my next steps? When I leave sixth form what do I want to do? Who can help me plan for my next steps? What is a Curriculum Vitae? How do I dress for an interview? What are the local options available to me post sixth form? How do I use body language at an interview? Who can help me write an application for a job or college place? **Key Skills and Knowledge:** •Take part in group discussions and make an individual presentation. • Read a selection of non-fiction texts with support. • Use the text to learn how to: infer and comment on language and structure evaluate ideas with support. **Assessment outcome:** • Students should read and understand	How is a story written? What is the structure of a story? What does the setting in a story look like? What is the weather like? What can we hear, see, feel and smell? How do you write an effective description? What makes a story effective and engaging? How do I plan and write a good story? Which genres can stories take? How can I use a story mountain to plan my own story? **Key Skills and Knowledge:** • Be able to read a simple selection of literary and literary non-fiction texts. • Use texts to learn how to: • Infer • comment on language and structure • compare ideas and perspectives. • Learn how plan, write, edit and proofread a story.	between fiction and non-fiction? How do writers create meaning when writing fiction? What is the difference between fact and opinion? What is the purpose of a given text and who is the audience? How do I plan and structure my own examples of non-fiction? How do people support a particular sportsperson or team? How would you respond to a supporter of a rival team? How does a commentator make a match sound exciting? How far can you trust a supporter's view of a match? What kind of players would make the perfect team? Can you be a sports writer? **Key Skills and Knowledge:** • read a selection of literary and literary non-fiction texts • use the texts to learn how to: infer, comment on

support and or using communication in print)

<u>Assessment outcome:</u>

- should locate some points and information in simple crime report.
- should inconsistently match writing to structure in their applications.
- should be able to make a simple prediction about a suspect.
- should make simple comments about the existence of the Loch Ness Monster
- should arrange some events of a detective case in an appropriate order.
- should spell simple phonetically plausible and high-frequency words accurately in their presentations.

simple texts: identify and interpret explicit information and ideas.

- Students should begin to explain and comment on how writers use words and structure to achieve effects and influence readers for different forms, purposes and audiences.
- Students should organise information and ideas, using structural and grammatical features to support coherence and do so with some support.
- Students use simple vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
- Students begin to demonstrate presentation skills.
- Students begin to listen and respond appropriately to spoke language, including to questions and feedback on presentations.
- Students start to use

- Learn how to:
- How to infer
- How to compare
- Understanding how language is used
- Understanding how structure is used
- Understand how to plan a story
- How to edit

<u>Assessment outcome</u>:

- Students should read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.
- Students should explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- Students should communicate clearly, effectively and imaginatively.
- Students should

language and structure

- compare ideas and perspectives
- learn how to plan, write, edit and proof read a story

<u>Assessment outcome:</u>
- Students should read and understand a range of texts.
- Students should Identify and interpret explicit and implicit information and ideas.
- Students should explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- Students should compare writers' ideas and perspectives.
- They should communicate clearly, effectively and imaginatively,

		spoken English in speeches and presentations.	organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Students should use imaginative vocabulary • They should be able to use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. • Students should compare simple ideas and perspectives. • They should begin to communicate clearly, effectively and imaginatively. • They should begin to organise information and ideas, using structural and grammatical features to support coherence. • They should begin	selecting and adapting tone, style and register for different forms, purposes and audiences • Students should organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Students should use vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

			to use vocabulary and sentence structures for clarity.	
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are needed to be a police officer or a detective… lead onto looking at what skills are needed for different roles they are interested in and what qualifications.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills are needed to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are needed to access the opportunities they are interested in. Research.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places Students to consider what skills are needed to access the opportunities they are interested in. Looking at careers in sports and researching sports.