

Rationale:

This level 2 scheme is based around the Macmillan Writing Series which comprises of four parts ('sentences', 'paragraphs', 'essays' and 'thesis') with a focus on the third in the series (**Essays**) which fits more broadly to the needs of a Level 2 student. The assumption is that level 2 students have established fluency in speaking but require level 2 study to improve their reading and writing so that it can equate (broadly) to GCSE grades A-C / functional skills level 2. At Level 2, students may wish to go on to higher level study in English (IELTS, GCSE, A Levels or university level) therefore essay writing strategies / wide ranging vocabulary development and grammatical accuracy are prioritised. The same content and vocabulary packs are given to any level 2 student, regardless of whether they are to take Trinity or OCR exams with the expectation that level 2 should be standardised regardless of exam taken, albeit that content will need to be tailored differently dependent upon exam outcome.

Student autonomy is expected at level 2. Students will be emailed work for self-study at home and the intention is that Google classroom will also be utilised to aid this process. It is expected that students arrive at class with materials printed and homework done, as well as reading / writing prepared in advance of class. If this crucial requirement is not met consistently, a student may lose their place on a level 2 class, as it will be impossible to improve without this input. Whilst speaking is a component of both Trinity and OCR exams and will be (clearly) a part of all the lessons, we can argue that it is not the priority owing to the expectation that most level 2 students already have a solid level of speaking fluency established (here, we can say that the Trinity speaking exams may require more tutor input however) – we will however prioritise reading and writing development over speaking skills.

The structure of the course is divided cyclically into three parts :

- **One** session input taken from the Macmillan series and supplemented by the tutor.
- The **follow up session** relying on work the students have produced based on prior learning allowing for (hopefully) peer assessment and in-class marking / feedback.
- This is followed by a **third session** which links the previous two weeks' learning to exam specific content and practice before the cycle starts again with the next unit.
- The specific exam sessions run throughout the entire year to allow for resits. These sessions can be used for review and consolidation for those that pass any/all elements as the year goes on.

Vocabulary packs will be issued to all students at the beginning of term, with opportunities for regular testing and review work within the packs (tutor discretion as to how these are fully utilised). Words are taken from pre-existing academic lexis relevant for this level as well as words related to employment, this being a burgeoning field of importance within the teaching of English as an additional language, especially within an FE context.

Trinity exams

Students to take one, two or all from:

- Speaking and Listening (**formal persuasive presentation based on pros and cons of given topic, debate with examiner based on presentation, answer questions on a complex process, role-play set in a work-related setting and group discussion about an issue of national or global importance = 30 minutes approx.**)
- Reading (**3 tasks, multiple choice, read and understand variety of lengthy complex texts, read and obtain detail = 60 minutes**)
- Writing (**Write 4 tasks: work-related form, review or article, letter or email, email or online message = 120 minutes**)

OCR exams

Students take 3 from a combination of:

- Discussion skills (**group discussion about a controversial topic = up to 25 minutes**)
- Listen and Respond (**respond to a tutor-read text = up to 20 minutes**)
- Speaking skills (**present on a given topic to an audience = 15-30 minutes**)
- Construct Complex Sentences (**mostly gap fills around fairly complex grammar points = 45 minutes**)
- Plan and Adapt texts (**choose appropriate format and features for 8 text types = 15 minutes**)
- Interpret meaning in sentences (**multiple choice - choose the inferred meaning = 30 minutes**)
- Read complex texts (**multiple choice, extract key information from a selection of short but complex texts = 45 minutes**)

It needs to be noted that the demands of the Trinity exams, in terms of what students need to produce in their own writing and the sheer complexity of the speaking tasks, to the volume and question types of the reading exam, are totally different in nature to the OCR exams, which are much more rules-based and prescriptive with no opportunity/necessity for free or task based writing. A decision was taken to offer the same content to both types of level 2 student, so that there is no discrimination in terms of reading and writing development, and not a sense of OCR being the reductive option, but that the scheme must have differentiation when it comes to specific exam preparation.

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
1 TERM ONE 7/9	Induction. <ul style="list-style-type: none"> • Diagnostic testing (based around OCR / Trinity elements). • Student interviews (find out basic information / prior achievement / needs and expectations). • Class profile. • Give out vocabulary packs. • Parts of speech / tense / grammar reviews. • Course outline and expectations. • Explain college marking code and grading system to be used for homework activities. • Text type / purpose / audience / genre / language and presentational features. 	Induction. Grammar review. Parts of speech review.	Diagnostic testing.
2 14/9	Continue induction. Tutorials. Tracking sheets (Trinity / OCR). Ensure students know which exams they will be doing. Continue grammar / tense / parts of speech review activities.	Induction. Grammar review. Parts of speech review.	
3 End of Induction	Unit 1 - Introduction to process writing. Pre-writing and getting reading to write: <ul style="list-style-type: none"> • Brainstorming; • List-making; 		

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
	<ul style="list-style-type: none"> • Freewriting; • Mapping; • Editing; • Review. 		
<p>4 21/9</p>	<p>Unit 1 - Review of process writing and all techniques taught in week 3, now with emphasis on group work and review testing or prior learning.</p>		
<p>5 5/10</p>	<p>Unit 2 - The structure of a paragraph:</p> <ul style="list-style-type: none"> • The definition of a paragraph. • The parts of a paragraph. • Paragraph organisation. • How to identify and write topic sentences and main ideas. • Looking at news articles / information text (in relation to this) 	<p>News articles. Information text.</p>	
<p>6 12/10</p>	<p>Unit 2 - The Structure of a paragraph, review and testing / home work / group work / vocabulary testing. Articles and information text.</p>	<p>News articles. Information text.</p>	
<p>7 19/10</p>	<p>Unit 3 - The Development of a paragraph:</p> <ul style="list-style-type: none"> • Methods of paragraph support and development. • How to write concluding sentences. • How to do effective peer editing. 	<p>Brochures. Information text. Explanation text.</p>	

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
	<ul style="list-style-type: none"> • Including details in paragraphs. • Brochures (information text) • Writing to explain. 		
<p>8 2/11</p>	<p>Unit 3 - The development of a paragraph - review and testing / home work / group work / vocabulary testing. Group editing of work. Brochures and explanation text.</p>		
<p>9 9/11</p>	<p>SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.</p>		<p>Prepare for OCR speaking exams (discussion skills)</p>
<p>10 16/11</p>	<p>Unit 4 - Descriptive paragraphs:</p> <ul style="list-style-type: none"> • Descriptive paragraphs and reasons for writing them. • Organising and writing descriptive paragraphs using adjectives and prepositions. • Using connective words and phrases to write a paragraph that describes a process. • Review of adjectives to describe a place (synonym, antonym, prefixes and suffixes – make the latter explicit to the OCR grammar exam where possible) • Describing a character. • Ordering sentences. 	<p>Descriptive texts. Adjectives. Root words. Prefixes. Suffixes. Synonym Antonym</p>	
<p>11</p>	<p>Unit 4 - Descriptive paragraphs – review and testing /</p>	<p>Descriptive texts.</p>	

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
23/11	homework / group work / vocabulary testing. Group editing of work. Produce a descriptive text.	Adjectives. Root words. Prefixes. Suffixes. Synonym Antonym	
12 30/11	SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.		Administer OCR speaking exams (discussion skills)
13 7/12	Unit 5 – Opinion Paragraphs: <ul style="list-style-type: none"> • Distinguish between fact and opinion. • Organise and write paragraphs expressing opinions and arguments. • Use transition words to express causality. • Use modal expressions to make recommendations. • Class surveys. 	Argument text. Fact and opinion. Causal adverbs. modal auxiliaries.	
14 14/12	Unit 5 - – review and testing / homework / group work / vocabulary testing. Group editing of work. Produce an argument text (essay).		

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
15 4/1	Review of Units 1-5. SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.		
16 11/1	Continue review testing. Prepare for term 2. Tutorials.		Review testing end of term one.
17 18/1	Unit 6 – Comparison / Contrast paragraphs: <ul style="list-style-type: none"> • Comparison / contrast paragraphs and reasons for writing them. • How to organize comparison / contrast paragraphs. • Connecting words used for comparing and contrasting topics. • How to write about the advantages and disadvantages of a topic. • Similarity and difference. 	Discussion texts. Antonym. Contrastive structures. Comparative structures.	
18 25/1	Unit 6 – Comparison / Contrast paragraphs review and testing / homework / group work / vocabulary testing. Group editing of work. Produce a discussion text (essay).	Discussion texts. Antonym. Contrastive structures. Comparative structures.	
19	SPECIFIC EXAM CONTENT TRINITY.		

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
1/2	SPECIFIC EXAM CONTENT OCR.		
	Unit 7 – Problem / Solution paragraphs: <ul style="list-style-type: none"> • Write about problems and solutions (link to Trinity and OCR speaking) • Persuasive texts (style) • Use real conditionals. • Write a two-paragraph paper with linking phrases. 	Advice text. persuasive text. Real conditionals. Linking phrases.	
20 8/2	Unit 7 – Problem / Solution paragraphs: paragraphs review and testing / homework / group work / vocabulary testing. Group editing of work. Produce a persuasive text.	Advice text. persuasive text. Real conditionals. Linking phrases.	
21 22/2	SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.		
22 29/2	Unit 8 – The Structure of an essay: <ul style="list-style-type: none"> • The definition of an essay. • How to format an essay. • How to write a thesis statement. • Introduction / main body / conclusion. • Writing personal opinion. 		OCR class prepare for remaining two OCR exams.
23 7/3	Unit 8 – The structure of an essay: review and testing / homework / group work / vocabulary testing. Group editing of work.		

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
	Produce thesis statements in groups and improve them.		
24 14/3	SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.		
25 21/3	Unit 9 – Outlining an essay: <ul style="list-style-type: none"> • The purpose of an outline. • How to write an outline. • Skeleton plans and structure. • Look at and critique examples of essay outlines and proposals. • Thesis statement, main idea, supporting point, conclusion. 		Trinity exams (first try) speaking, listening, reading and writing.
26 11/4	Unit 9 – Outlining an essay: review and testing / homework / group work / vocabulary testing. Group editing of work. Produce outlines individually and in groups. Use these to write further academic writing.		Students sit remaining two OCR exams.
27 18/4	SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.		
28 25/4	Unit 10 – Introductions and conclusions: <ul style="list-style-type: none"> • The purpose of an introduction. • Types of information in introductions. • The purpose of a conclusion. 	Academic discourse markers.	

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
	<ul style="list-style-type: none"> • Techniques for writing conclusions. • General and specific ideas. • How to make information interesting. • Match thesis statements to conclusions. • Choose the best concluding paragraphs. 		
<p>29 2/5</p>	<p>Unit 10 – Introductions and conclusions: review and testing / homework / group work / vocabulary testing. Group editing of work. Produce edit and modify conclusions in groups based around different topics.</p>		
<p>30 9/5</p>	<p>Review of units 5-10. Vocabulary review of units 5-10 and packs. Tutorials. Quizzes.</p>		<p>Review testing of units 5-10.</p>
<p>31 16/5</p>	<p>SPECIFIC EXAM CONTENT TRINITY. SPECIFIC EXAM CONTENT OCR.</p>		
<p>32 23/5</p>	<p>Unit 11 – Unity and Coherence:</p> <ul style="list-style-type: none"> • The importance of unity in essay writing. • How to edit an essay for unity. • The importance of coherence in essay writing. • Methods of creating coherence. • Thesis statement and body paragraphs. • Cohesive devices. 	<p>Discussion text Cohesive devices. Connectors. Pronoun reference. Key nouns. Discourse markers.</p>	

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	<ul style="list-style-type: none"> • Connectors. • Pronoun reference. 		
<p>33 6/6</p>	<p>Unit 11 – Unity and Coherence: Review and testing. Group work. Write essays based on topics given in this unit (alternative medicine, health and medicine in your country, an important problem in your country, the importance of technology in society)</p>	<p>Discussion text Cohesive devices. Connectors. Pronoun reference. Key nouns. Discourse markers.</p>	
<p>34 13/6</p>	<p>Unit 11 – expansion on connectors, discourse markers and producing whole essays. Review of the complex language presented in this unit.</p>	<p>Discussion text Cohesive devices. Connectors. Pronoun reference. Key nouns. Discourse markers.</p>	
<p>35 20 / 6</p>	<p>Unit 12: Essays for examinations:</p> <ul style="list-style-type: none"> • Common instructions for essay tests. • Techniques for writing timed essays and managing time. • Link to IELTS / university / other English language based test mechanisms. • Common instructions on essay tests. • Essay test short cuts and strategies. 		

Week	Topic / Theme / Content / resources	Genre / Literacy / grammatical areas.	EXAMS (review testing or Trinity / OCR)
	<ul style="list-style-type: none"> • Timed writing practice. • Time management. Write a 5 minute outline for given topics.		
36 27/6	Unit 12: Essays for examinations: Review, testing, homework, group work. Present ideas based on outlines in unit 12 and use to facilitate debate work in small groups. End of term paperwork and tutorials.	Essay outlines. Writing to exam.	