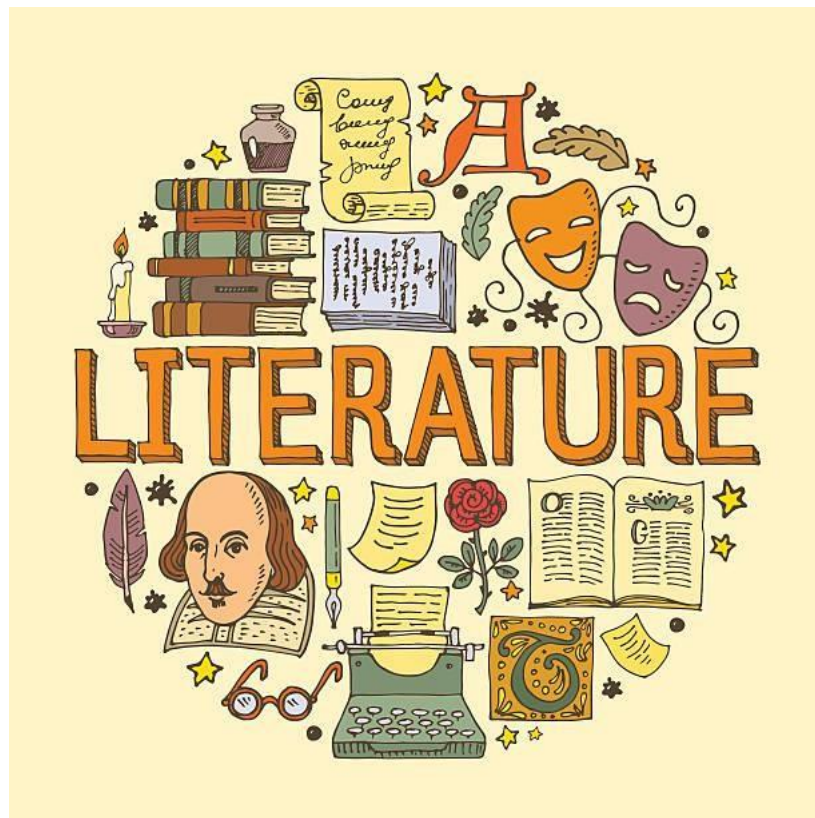


# English Literature

Entry Level, Level One, Level Two



**Sixth Form Hub 2022-2023**

## Introduction

### What is the Unit Award Scheme (UAS)?

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

### Why choose UAS

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of **all abilities** can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers will use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development, learning and building new skills, preparing for GCSE's and level 1-3 qualifications

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year round and students can be added to the scheme at any time.

### Case study: Brunel and Burton Academies

Mandy Seymour, teacher and SENCO at Brunel and Burton Academies in Devon, explains how Unit Award Scheme (UAS) continues to be a success with both students and teachers.

#### Re-engaging students

I'm the UAS coordinator in a small school for pupils permanently excluded from mainstream, 100% with an Education Health Care Plan and all within the main area of need in social, emotional and mental health. As a body, our students struggle with attendance and being in learning spaces. They've all travelled a tough road to get to us and feel disaffected with education. Their self-esteem is low which has a big effect on how they perceive learning and themselves as learners.

UAS has been fantastic; it enables us to teach groups or individuals on a wide variety of topics and to evidence to the students how well they can learn, providing them with a real sense of achievement. One pupil, on completing some Entry, 1, 2 and 3 maths units (UAS can be used as a stepping stone towards the achievement of AQA's Entry Level Certificates) asked "does this mean I could do a GCSE?" When the teacher replied "what do you think?", the answer was "I know I can now, I've got no excuse – you'll just keep reminding me of all these certificates!"

This is just an example of some of the units that will be covered

<b>In successfully completing this unit, the learner will have</b>	<b>Evidence Needed</b>
<b>Demonstrated the ability to</b>  1. retell the key events of a traditional story	Summary Sheet and/or Student Work Completed
2. ask at least two questions to find out more about the characters' feelings and motives	Student Work Completed
3. use simple sentences to write a letter inspired by the story	Student Work Completed
4. devise a variation of the story either by modernising, changing the characters or providing an alternative ending.	Student Work Completed

<b>In successfully completing this unit, the learner will have</b>	<b>Evidence Needed</b>
<b>Demonstrated the ability to</b>  1. hearing at least three different rhythms in spoken	Summary Sheet
2. beat out the rhythm with assistance if necessary on a drum to accompany a spoken poem of own choice.	Summary Sheet

<b>In successfully completing this unit, the learner will have</b>	<b>Evidence Needed</b>
<b>Demonstrated the ability to</b>  1. sequence a series of at least four pictures to create a story	Student Work Completed
2. formulate at least one sentence to describe what is happening in the story	Student Work Completed
3. produce a storyboard about the story	Student Work Completed
4. write at least one sentence for each caption to describe what is happening in the story.	Student Work Completed

<b>In successfully completing this unit, the learner will have</b>	<b>Evidence Needed</b>
<p><b>Experienced</b></p> <p>1. watching a fictional film clip based on the genre being studied</p>	Summary Sheet
<p><b>Demonstrated the ability to</b></p> <p>2. create four comprehension questions based on the film clip to test their peers with</p>	Student Work Completed
<p>3. read a paragraph from a literary text</p>	Summary Sheet
<p>4. tackle unknown words in the text by using at least two reading strategies, eg suffixes, prefixes, grammatical knowledge, inference</p>	Summary Sheet
<p>5. identify four pieces of information given in the paragraph in response to a specified question.</p>	Student Work Completed



<b>In successfully completing this unit, the learner will have</b>	<b>Evidence Needed</b>
<b>Demonstrated the ability to</b>  1. read a selection of poems	Summary Sheet
2. discuss at least two of the poems as a member of a group	Summary Sheet
3. identify and discuss a minimum of two particular features of poetry, eg figurative language, pattern, rhythm	Summary Sheet
4. convey a reasoned personal opinion on at least one poem	Summary Sheet
5. make notes on the background of at least one poem	Student Work Completed
6. write an analysis of at least one poem	Student Work Completed
7. produce a short anthology of at least three of their own poems.	Photograph(s) and/or student completed work



For more information regarding FreshSteps Sixth Form Hub and for application forms please go to our school website or contact the school.

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# Notes