



**Pathway 2
Year 10**

ENGLISH: Transition & Warm-Up
[Build understanding of examination skills and requirements.]

**Term: Autumn 1 (3 weeks);
Spring 1 (2 weeks)**

Learning Intention: The key aim of this unit is to support transition to Key Stage 4. This work will involve supporting students to gain an understanding of their examination/accreditation goal and the Programme of Study to support this. Through engaging with a theme familiar to students, teachers will have the opportunity to assess Speaking & Listening, Reading and Writing skills to identify strengths and gaps in learning to aid planning for the *Reading for Pleasure* unit. As students are no longer taught in class groups, this unit will provide an opportunity to build confidence and positive relationships to support future learning. This unit is not prescriptive and teachers are encouraged to adapt resources so that it is appropriate and engaging for the students they teach.

Key themes:

- Summer holidays *or* Hobbies and Interests
- Develop confidence sharing ideas in paired, small group and whole group Speaking & Listening activities [with support]
- Read and respond to a range of questions about a short story, information or media text on the theme.
- Write about a personal experience including some detail [using a writing frame if needed]

Key knowledge that should be learned during this SoW

Concept:

To warm-up

To develop key skills, understanding and independence linked to Step Up To English Silver Step criteria: gain an understanding of the importance of sharing ideas with others (peers) and listening in a range of situations; read for meaning, responding to a range of questions related to the text, recalling key points of information; gain understanding of the terms 'real' (linked to *non-fiction* texts and writing tasks) and 'made-up' (linked to *fiction* texts and writing task); to build awareness of the 'writer' linked to the idea of 'audience'.

Knowledge:

Speaking, Listening and Communication: To take part in a range of paired and group activities related to the theme to develop social communication skills and knowledge of the importance of sharing their ideas and listening to others.
Reading: Engage with a wide range of fiction and non-fiction texts gaining skills identifying 'real' and 'made up' and beginning to make simple comparisons between two texts on the same theme [with support]. Gain skills identifying detail the 'writer' has added to help the 'audience'.

	<p>Writing: Gain skills, confidence and independence communicating ideas using fiction and non-fiction writing frames beginning to add some descriptive detail to help the 'audience'.</p>
<p>Key Skills:</p>	<p><u>Step Up To English</u> Building Silver Step skills [for pre-Entry students, support should be given where needed]</p> <p>AO1 - Read and understand a range of simple texts with picture cues recalling and locating main points of the text, making a simple inference [with support if needed].</p> <p>AO2 – Establish the meaning of a simple word in a wider context.</p> <p>AO3 – Identify a similarity and difference between events in two texts on a similar theme.</p> <p>AO4 – Make simple comments/observations about personal preference.</p> <p>AO5 – Match writing to a range of fiction and non-fiction writing frames.</p> <p>AO6 – Show some awareness of full stops and capital letters; use some simple descriptive language e.g. colour, size, emotions.</p> <p>AO7 – Talk audibly to a familiar adult or small supported group on matters of personal interest; add some detail to sustain interest.</p> <p>AO8 – Listen attentively to familiar peers and adults in supported groups; engage with others e.g. agree or disagree; take turns appropriately.</p> <p>AO9 – Use appropriate personal pronouns and begin to use different language to communicate with adults and peers.</p> <p><u>AQA Unit Award Scheme</u> 10042 English: Thematic Study: Reading Entry Level [1] demonstrated the ability to</p> <ol style="list-style-type: none"> 1. engage with and make a personal response to one text on a chosen theme 2. <i>study at least one other text from a selection of texts on the same theme and make links between the texts [with support]</i> 3. <i>show an understanding of the theme in the texts and express personal views, opinions and preferences [with support]</i> <p><u>AQA Unit Award Scheme</u> 10051 English: Thematic Study: Writing Entry Level [1] demonstrated the ability to</p> <ol style="list-style-type: none"> 1. engage with and make a personal response to one text on a chosen theme 2. <i>write a short summary or review of one of a selection of texts on the same theme [with support]</i>

	<p>3. complete a piece of personal writing based on the same theme, e.g. a diary, an alternative ending, an empathy piece, a sequel, a poem [with support]</p>	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> [will vary depending resources chosen by the teacher] listen ask (linked to appropriate BLANK level question words) discussion (talk about as a group) explain (e.g. because...) ideas made-up (linked to the term fiction) real (linked to the term non-fiction/information text) choose <u>Higher Challenge:</u> myth legend</p>	<p><u>Technical Language:</u> full stop capital letter writer audience detail compare similarity difference</p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> [These will vary depending on the texts studied.] History – Brief history of Britain to support study of King Arthur/Robin Hood; Egyptian life and beliefs; local history of High Wycombe’s Hellfire Caves. Science - space, animals and their habitats. P.S.H.C.E.- respecting other cultures, respecting other’s beliefs/opinions. R.E.- beliefs about ‘life after death’ in different cultures; exploration of ideas on ‘how the world began’. Art – accurately decoding the detail in photos/pictures/illustrations making links to the body of the text and evaluating its effectiveness; creative making linked to the theme; taking photos to capture information/an event. ICT – researching to gain information, making clear notes of key information to feedback to others. World of Work: Exploring a range of jobs related to places visited (see below). Suggested Trips: Zoo or wildlife park, Natural History Museum, British Museum, Hellfire Caves.</p>	