



**Pathway 2
Year 11**

ENGLISH: Pre-Entry Level Unit *Sport*
[AQA Unit Award Scheme *Exploring the theme of Sport* with assistance]

Term Summer 1 + 2

Learning Intention: The key aim of the unit is to continue to support transition to examination work developing skills and independence. Student's working will be submitted for accreditation through AQA Unit Award Scheme; some students may be able to access Entry Level 1 tasks in the Step Up To English NEA [non-exam assessment] with the appropriate level of independence. Students will engage with a wide variety of fiction and non-fiction texts on the theme of sport. They will explore a range of short stories focused on developing skills sequencing events and identifying descriptive words in the text. Students will then develop their skills writing a simple narrative using a writing frame, based on their own experience. They will build their language and communication skills through a range of tasks and games. Finally, students will read their sports themed stories to a chosen audience and listen to the stories of others giving and receiving peer feedback appropriately.

Students will explore relevant PSHE themes encouraging stronger connection with the world beyond school as well as strengthen general knowledge and understanding.

Key themes:

- Engaging with a selection of fiction a non-fiction texts [with support] expressing a personal opinion and recognising descriptive words that add detail
- Building skills identifying story [fiction] and information [non-fiction] texts.
- Developing social communication skills through taking part in , talking about and then writing about a range of group activities including Sports Day and PE lessons

Key knowledge that should be learned during this SoW

Concept:

Develop key skills, understanding and a more independent approach to their work in preparation for starting the Step Up To English examination course [Silver Step 1] when ready. Gain knowledge and awareness of how information is presented. Build confidence expressing a personal opinion in supported small group work; making links between information in the text and their own experience. Develop confidence using their writing skills for a range of simple tasks with greater independence. In addition, build social skills through taking part in a range of activities linked to sport, developing skills talking about an experience using adjectives to add detail. Finally, building understanding of how to work in examination conditions demonstrating independence and persistence.

<p>Knowledge:</p>	<p>In this unit, with assistance, the student will engage with a variety of fiction and non-fiction texts related to the theme. They will focus on developing their ability to identify key equipment related to a range of sports and recognise and use descriptive language to add detail as well as sequence events. They will build their social communication skills through a range of tasks and activities working with others. Extension work in this unit will be provided through taking part in visits to local sporting venues, identifying different areas, making links to purpose and the world of work. The student will also take part in additional reading comprehension and short writing activities around the theme.</p>	
<p>Key Skills:</p>	<p><u>Step Up To English</u> preparatory work: Silver Step 1 examination key skills [see Scheme of Work for details]</p> <p><u>AQA Unit Award Scheme</u> Pre-Entry Level Unit [Range of fiction and non-fiction texts with picture cues]</p> <p>demonstrated the ability to</p> <ol style="list-style-type: none"> 1. take part in a discussion about sports expressing a person opinion <i>e.g. likes and dislikes</i> 2. identify equipment needed for a range of different sports 3. listen and talk about at least two short stories on this theme 4. sequence events from a section of a story using picture cues 5. identify words that add detail in a passage of text <i>e.g. adjectives, positional words</i> 6. express a personal opinion about a story <i>e.g. likes and dislikes</i> 7. use an information text to find out about a sport <i>e.g. using simple words and pictures</i> 8. take part in at least two sporting activities with others 9. talk about a personal experience linked to a sports activity using simple description <i>e.g. adjectives, positional words</i> 10. write about a personal experience linked to a sports activity using simple description <i>e.g. adjectives, positional words</i> <p>Extension Work: Take part in a visit to a local sports venue noting the different areas in the space, linking them to purpose and the world of work.</p>	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u></p> <p>sport equipment describe detail team work rules above, below, inside, outside, in, on, under, next to, beside, between, left, right.</p>	<p><u>Technical Language:</u></p> <p>story (fiction – made up) information text (non-fiction – facts and information) sequence (= the order things happen in <i>e.g. first, next, then, finally</i>)</p> <p><u>Higher Challenge</u> vocabulary: inference (= working out the answer using the text) descriptive language <i>e.g. adjectives to describe colour, size, texture</i></p>

Curricular Links

Key Cross-curricular links: [These will vary depending on the tasks the teacher feels are most appropriate for their group.]

Art – accurately decoding the detail in photos/pictures/illustrations making links to the text.

ICT – recording a sporting activity using video cameras and taking photographs.

History – building understanding of sporting events in the past, present and future

PE – building knowledge of a range of sports and sporting events.

World of Work: Exploring a range of jobs related to sports and running sporting events.

Suggested Trips: Local leisure facilities and sports venues, green spaces and online museums related to the history of sport.