



**Pathway 2
Year 11**

ENGLISH: Thematic Study Myths & Legends
[Build next step examination skills.]

Term: Summer 2
[revision/reinforce key skills]

Learning Intention: Following completion of appropriate aspects of AQA Step Up To English Silver Step units and non-exam assessments, this unit provides students the opportunity to further develop their English core skills as well as continue to make strong connections with the world around them through use of a wide range of appropriate resources. Students will have the opportunity to revise/reinforce knowledge gained including understanding the terms fiction (made-up) and non-fiction (real) beginning to make stronger links to the terms 'myth' and 'legend'. Students will have the opportunity to develop social communication skills and deepen connection with the theme through taking part in a range of kinaesthetic, drama and group work tasks. PSHE and cross-curricular learning opportunities to support generalisation of information and strengthen general knowledge and understanding are a key element of this unit: this unit is not prescriptive and teachers are encouraged to adapt resources so that it is appropriate and engaging for the students they teach. Resources and theme selected will support transition to 6th Form.

Key themes:

- Read a selection of short stories, information and media texts
- Build confidence identifying real and made-up in a range of texts
- Develop confidence sharing ideas in a range of activities including small group discussion and also short writing tasks.[with support]
- Building awareness of differing beliefs and opinions.

Key knowledge that should be learned during this SoW

Concept:

Reinforce and 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]</p> <p>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]</p> <p>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> 3. <i>complete a piece of personal writing based on the same theme, e.g. a diary, an alternative ending, an empathy</i>

	<i>piece, a sequel, a poem [with support]</i>	
Language and/or communication skills:	<p><u>Key Words:</u> [will vary depending resources chosen by the teacher]</p> <p>listen ask (linked to appropriate BLANK level question words) discussion (talk about as a group) explain (e.g. because...) ideas choose made-up (linked to the term fiction) real (linked to the term non-fiction/information text) myth legend</p>	<p><u>Technical Language:</u></p> <p>full stop capital letter writer audience detail compare similarity difference</p>
Curricular Links	<p><u>Key Cross-curricular links:</u> [These will vary depending on the texts studied.]</p> <p>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.</p> <p>Science - space, animals and their habitats.</p> <p>P.S.H.C.E.- respecting other cultures, respecting other’s beliefs/opinions.</p> <p>R.E.- beliefs about ‘life after death’ in different cultures; exploration of ideas on ‘how the world began’.</p> <p>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.</p> <p>ICT – researching to gain information, making clear notes of key information to feedback to others.</p> <p>World of Work: Exploring a range of jobs related to places visited (see below).</p> <p>Suggested Trips: Zoo or wildlife park, Natural History Museum, British Museum, Hellfire Caves.</p>	