



Pathway 3 Year 11

ENGLISH: Sport Component 2 Unit [Step Up To English – preparation + completion of NEA]

Term: Spring 2 + Summer 1

Learning Intention: To support students to gain the necessary skills and understanding including establishing the thematic context to complete the AQA Step Up To English Component 2 Sport Gold Step non-exam assessment. The scheme is organised to reflect the scope of study containing read and comprehension, writing and spoken language. Students will have the opportunity to build an understanding of the context of this unit through reflecting and sharing information on sports they enjoy doing/ watching as well as learn about a range of other sports and sporting events. Students will have the opportunity to continue to build skills listening and appreciating other's choices. 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:

- Read a selection of literary and literary non-fiction texts
- Building empathy and understanding of others to include understanding why they enjoy a particular sport/sporting activity
- Developing confidence expressing their ideas in greater detail including building understanding of how to use description in a narrative to engage and entertain an 'audience'.

Key knowledge that should be learned during this SoW

Concept:

Develop key skills, understanding and independence in preparation for completing the Step Up To English Component 2 Sport Gold Step NEA [non-exam assessment].

Gain confidence and independence expressing a personal opinion in discussion work, validating their opinion using evidence from the text or their own experience and listening with respect to others; accepting opposing points of view and asking questions to gain further information. Gaining knowledge of how to use context to make predictions and then review these for plausibility as they continue to read, reviewing a paragraph at a time. Build skills identifying facts in a range of texts, close reading to ensure information in the text is fully understood. Gain confidence commenting on the effectiveness of words/pictures in the text and the writer's use of language i.e. what does it show/tell the reader. Higher level students to gain skills using subject specific terminology to support their ideas. Through engaging with higher level texts students to gain strategies for identify and using context to decode more complex unfamiliar vocabulary. Build skills and understanding of how to compare and contrast video clips and passages of text using a variety of methods including a Double Bubble Thinking Map. To build awareness of the needs of the reader; using descriptive language, creating a setting and building tension in an original writing piece.

Knowledge:	<p>The student will take part in group discussions to gain a wider understanding of this theme including study of a range of modern and historic sporting events.</p> <p>Reading: Gain knowledge of how to infer; how to understand how language is used; how to understand how structure is used and how to compare texts focusing on theme, plot, characters and events.</p> <p>Writing: How to plan a story; how to adapt and apply their skills to a range of tasks focusing on appropriate form, language and structure; how to edit and how to proof read.</p>	
Key Skills:	<p><u>Step Up To English</u> preparatory work: Gold Step</p> <p>Component 2 Literacy Unit Sport:</p> <p>Examination key skills [see Scheme of Work for details]</p> <p>AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>AO4 - Evaluate texts and support this with appropriate textual references.</p> <p>AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - A09 Speaking, Listening and Communication skills are not graded as part of this unit, however students will continue to be given opportunities to build confidence using spoken English effectively in a range of situations, developing their ability to listen and respond appropriately, including to questions and feedback as well as respect the views of others.</p>	
Language and/or communication skills:	<p><u>Key Words:</u></p> <p>sport</p> <p>leisure</p> <p>explain</p> <p>comment</p> <p>information</p> <p>ideas</p> <p>fact / opinion</p> <p>true / false</p> <p>detail</p> <p>personal preference - choice</p>	<p><u>Technical Language:</u></p> <p>explicit</p> <p>implicit</p> <p>infer</p> <p>writer's use of language</p> <p>range of punctuation terms [at this level]</p> <p>purpose</p> <p>evaluate</p> <p>setting</p> <p>building tension</p>

Curricular Links

Key Cross-curricular links: [These will vary depending on the sport studied.]

Art – accurately decoding the detail in photos/pictures/illustrations making links to the body of the text and evaluating its effectiveness.

ICT – researching to gain information on sports and historic sporting events, making clear notes of key information:

Recording a sporting activity using video cameras and taking photographs.

History – building understanding of the context of a range of historic sporting events

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.