



**Pathway 2
Year 11**

**ENGLISH: Pre-Entry Level Unit *Detectives* [AQA Unit
[Award Scheme *Exploring The Work of Detectives* unit no. 114216]**

Term Spring 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 to learn about the work of detectives. They will explore a range of short stories focused on developing skills sequencing events including understanding sequencing words and expressing a personal opinion. They will build their observational and communication skills through a range of tasks and games. Finally, students will build skills working as part of a team to solve a simple fictional crime discussing the evidence, offering a suggestion and asking a question. Students will explore relevant PSHE themes encouraging stronger connection with the world beyond school as well as strengthen general knowledge and understanding.

Key themes:

- Expressing a person opinion – including sharing information to others [with support].
- Building understanding of right [legal] and wrong [illegal], the rules in society and the work of the police.
- Developing confidence and social skills through taking part in a range of group activities.

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 including investigating a simple 'crime' with others, developing skills asking a question to find out more. Finally, building understanding of how to work in examination conditions demonstrating independence and persistence.

Knowledge:

In this unit, with assistance, the student will engage with a variety of fiction and non-fiction texts to learn about the work of the police and the skills and equipment detectives' use. They will focus on developing their ability to identify key information, build observational and descriptive language to add detail as well as sequence events. They will build their social communication skills

	<p>through a range of tasks and activities working with others. Extension work in this unit will be provided through greater focus on encouraging the student to offer a suggestion and ask a question to find out more. 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 [Higher challenge texts with picture cues]</p> <p>demonstrated the ability to</p> <ol style="list-style-type: none"> 1. take part in a discussion about the work of the police 2. identify equipment police detectives use 3. listen and talk about at least two short stories on this theme 4. sequence part of each story using picture cues 5. express a personal opinion about the story <i>e.g. likes and dislikes</i> 6. take part in at least two activities to build observational skills <i>e.g. spot the difference</i> 7. take part in at least two activities related to the work of a detective <i>e.g. matching footprints, taking finger prints</i> 8. take part in a group activity to solve a fictional crime sharing an idea 9. take part in a group activity to solve a fictional crime asking at least one question to find out more 10. complete a worksheet about the fictional crime. 	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u></p> <p>police made up (fiction) facts + information (non-fiction) detective crime detail describe team work</p>	<p><u>Technical Language:</u></p> <p>investigate ('finding out' the facts) 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>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> [These will vary depending on the tasks the teacher feels are most appropriate for their group.]</p> <p>Mathematics: detail linked to counting a range of difference objects. Measurement – the size of objects, footprints. Science: human finger prints, DNA. Art: Drawing objects /portraits, colour. ICT: Posters. PSHE: Social communication skills- teamwork. World of Work: The work of the police. Suggested Trips: Visits to the local area; visit on-site with a community police officer.</p>	