



**Pathway 2+  
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 Sports Silver Step non-exam assessment. The scheme is organised to reflect the scope of study containing reading 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 [with support]
- 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 add detail, building awareness of '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 Hobbies Silver Step NEA [non-exam assessment]. Develop key skills, understanding and independence in preparation for completing the Step Up To English Component 2 Sport Silver Step NEA [non-exam assessment]. Gain confidence and independence expressing a personal opinion in discussion work, making a simple inference and deduction sometimes supported by textual detail and making and review predictions about what might happen next. Build understanding of how to use contextual cues to talk about the meaning of words and phrases used by the writer and identify and recall specific information and main points in a range of texts related to this theme. In addition, to identify similarities and differences between two simple texts focusing on character, events or how information is presented. In preparation for writing tasks, to build awareness of the needs of the reader identifying a simple narrative structure and descriptive detail; then applying this knowledge to plan using a writing frame and then write an original piece.

<p><b>Knowledge:</b></p>	<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 skills in identifying a simple narrative structure, identifying examples of descriptive language used making connections to choice audience...writer .... [with support].</p> <p>made by the writer and how to compare texts focusing on theme, plot, characters and events.</p> <p>Writing: How to plan, write, edit and proofread an original piece of narrative writing demonstrating some awareness of the descriptive detail needed by an 'audience'.</p>	
<p><b>Key Skills:</b></p>	<p><u>Step Up To English</u> preparatory work: Silver Step</p> <p>Component 1 Literacy Unit Hobbies: 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 [with support].</p> <p>AO4 - Evaluate texts and support this with appropriate textual references.</p> <p>AO5 - Communicate clearly and effectively, adapting tone of voice and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence.</p> <p>AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, building greater accuracy with spelling and punctuation.</p> <p>AO7 - Demonstrate presentation skills [with support].</p> <p>AO8 - Listen and respond appropriately to spoken language, including to questions and feedback.</p> <p>AO9 - Use spoken English effectively in discussions and presentations to communicate ideas.</p>	
<p><b>Language and/or communication skills:</b></p>	<p><u>Key Words:</u></p> <p>sport leisure explain comment information ideas fact / opinion true / false detail choice</p>	<p><u>Technical Language:</u></p> <p>infer writer's language choice range of punctuation terms [at this level] purpose evaluate setting 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.