|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Pathway 2+**  **Year 11** | | **ENGLISH: Style Component 1 Unit**  **[Step Up To English – preparation + completion of NEA ]** | | **Term Autumn 2 + Spring 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 1 Style Silver Step non-exam assessment. The scheme is organised to reflect the scope of study containing read and comprehension, writing and spoken language. A range of appropriate fiction and non-fiction texts across a range of media will be selected to engage students, support development of core English skills and promote discussions linking the theme to students’ own experience. Relevant PSHE themes will be explored related to building a positive self-image and the world beyond school including trips/visits. Cross-curricular learning opportunities will be taken to strengthen general knowledge and understanding as well as develop social communication and teamwork skills. 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:   * Expressing a person opinion – including presenting information to others [with support]. * Building empathy and understanding of others to include understanding why they like a particular style choice * Developing confidence and social skills through taking part in a new activity with others. | | | | | |
| **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 Style Silver Step NEA [non-exam assessment]. Gaining knowledge of how information is presented in a range of contexts including spoken presentation, vlog, blog, article (magazines – including website versions), instructions, facts sheets, leaflets, posters, web pages, identifying the purpose of the text and the writer’s use of language and some presentational devices [with support]. 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 responding to a range of questions. Gain an understanding of the environmental impact of changing fashion/style and the importance of revamping and recycling as well as the work of charity shops. | | | |
| **Knowledge:** | | The student will take part in group discussions and make an individual presentation [with support]. Read a selection of appropriate non-fiction texts using the text to learn how to make a simple inference, comment on language and the organisation of the text as well as express personal preferences. In addition the learner will learn how to plan, write, edit and proofread a piece of informative writing. | | | |
| **Key Skills:** | | Step Up To English preparatory work: Silver Step  Component 1 Literacy Unit Style: Examination key skills [see Scheme of Work for details]  AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.  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].  AO4 - Evaluate texts and support this with appropriate textual references.  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.  AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, building greater accuracy with spelling and punctuation.  AO7 - Demonstrate presentation skills [with support].  AO8 - Listen and respond appropriately to spoken language, including to questions and feedback.  AO9 - Use spoken English effectively in discussions and presentations to communicate ideas. | | | |
| **Language and/or communication skills:** | | Key Words:  style – fashion  charity shop – revamp, recycle  made up (fiction)  facts + information (non-fiction)  discussion (= talk + listen appropriately)  explain  information / instruction / ideas  persuade  personal choice / presentation  respect (differing points of view)  team work | | Technical Language:  research (‘finding out’ information)  instructions (= the order to do things in)  Higher Challenge vocabulary:  inference and deduction (= working out the answer from evidence in the text)  writer’s use of language  presentational devices (eg heading, text box, pictures, bullet point)  purpose  evaluate  format [of a piece of writing e.g. instructions, blog, article] | |
| **Curricular Links** | | Key Cross-curricular links:  PSHE: Positive self-image, how clothes make us feel, fashion images in the media. Charity shops. Technology –Textiles: different types of cloth and ways of revamping items. History: changing fashions linked to different eras. Music: Creating a soundtrack for the fashion show. Mathematics: Tally charts for surveys. Measurement – people, clothes, sizes. Science/Geography: What different fabrics are made of, where the materials come from linked to the environmental impact of the fashion/style industry and the importance of revamping and recycling. Art + Photography: drawing out fashion ideas. ICT: Designing factsheets, blog pages, fashion shoot (photography/Art). PE - Dance: Moving to music – the fashion show.  World of Work: Jobs in the fashion industry, retail, charity shops (including MHS Charity Shop). Suggested Trips: Local shopping centres, spaces for a fashion shoot; V&A Museum, London – fashion through history. | | | |