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|  | **Pathway 2**  **Year 11** | | **ENGLISH: Pre-Entry Level Unit *Crime***  [**AQA Unit Award Scheme *Exploring the theme of Crime*** with assistance] | | **Term Summer 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 use skills gained to plan, write and then share their own crime story. Students will explore relevant PSHE themes encouraging stronger connection with the world beyond school as well as strengthen their general knowledge and understanding.  Key themes:  • Engaging with a selection of literary and literary non-fiction texts, expressing a personal opinion and recognising descriptive words that add detail.  • Building understanding of right [legal] and wrong [illegal], the rules in society and the work of the police.  • Developing confidence, observational 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 linked to the theme of Crime, developing skills talking about their own ideas for a crime story using adjectives to add detail. 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 literary and literary 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 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 work, building towards planning, writing, editing and then sharing their own short crime story thinking about the detail needed to entertain an audience. | | | |
| **Key Skills:** | | Step Up To English preparatory work: Silver Step 1 examination key skills [see Scheme of Work for details]  AQA Unit Award Scheme Pre-Entry Level Unit [Higher challenge texts with picture cues]  demonstrated the ability to  1. take part in a discussion about the work of the police  2. take part in at least two activities related to the work of police detectives*, eg matching footprints, taking fingerprints*  3. listen to and talk about at least two short stories on this theme  4. retell part of one story using pictures, storytelling language and a clear sequence of events  5. talk about and record ideas for a crime story, *eg using a mind map or picture map*  6. complete a story plan worksheet for their short story  7. write a first draft of their story, using storytelling language and a clear sequence of events  8. review the story they have written with an adult  9. produce a final draft of their story using IT  10. practise and then read an extract from their story to an audience. | | | |
| **Language and/or communication skills:** | | Key Words:  police / detective  made up (fiction)  facts + information (non-fiction)  crime *linked t*o investigate  detail  describe  innocent / guilty  team work | | Technical Language:  investigate (‘finding out’ the facts)  sequence (= the order things happen in *e.g. first, next, then, finally*)  evidence (= prove – *linked to* guilty or innocent)  Higher Challenge vocabulary:  inference (= working out the answer using the text)  descriptive language *e.g. adjectives to describe colour, size, texture* | |
| **Curricular Links** | | Key Cross-curricular links: [These will vary depending on the tasks the teacher feels are most appropriate for their group.]  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, job of a writer. Suggested Trips: Visits to the local area; visit on-site with a community police officer. | | | |