

Scheme of work: Detectives

This resource is a suggested scheme of work for ELC Step up to English (5970), Component 1: Detectives. You can use the scheme of work for students working at Silver step and Gold step.

Aims and learning outcomes

All students will:

- take part in group discussions and make an individual presentation
- read a selection of non-fiction texts
- use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences
- learn how to plan, write, edit and proof read a piece of informative writing (report).

Component 1

Detectives

Learning objective	Learning activity	Differentiation and extension	Resources
<p>Reading</p> <p>How to infer.</p> <p>How to understand how language is used.</p> <p>How to understand how structure is used.</p> <p>How to compare.</p>	<p>Examine a 'Wanted' poster. Highlight key words and explain why they have been included.</p> <p>Read an email from a forensic team. Extract key facts.</p> <p>Read two age and level appropriate newspaper articles about a crime/ similar crime. Extract key information and explain the inclusion of key words/phrases. Explain which article they prefer and why.</p>	<p>Cross-curricular links</p> <ul style="list-style-type: none"> • ASDAN • Science • Media Studies • Drama <p>Suggested field trips</p> <p>Invite a local Community Support Officer in to talk to the students about</p>	<p>Wanted poster</p> <p>Email from forensic team</p> <p>2 newspaper articles</p> <p>Video camera</p> <p>Detective/crime episode/clip</p> <p>Scenario cards</p> <p>Role play cards</p>

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	<p>Read some witness statements (could be linked to role play). Extract key information.</p> <p>Read an instruction piece (how to secure your property/how to prevent crime). Make inference based on the content.</p> <p>Writing a response: how to respond to the question forms on the paper, ie tick boxes, lists, tables, cloze responses.</p>	<p>preventing crime.</p> <p>Visit to a local newspaper office.</p>	
<p>Writing</p> <p>How to plan for report writing.</p> <p>What good looks like: appropriate form, language and structure.</p> <p>How to edit.</p> <p>How to proof read.</p>	<p>Design a 'Wanted' poster to catch a suspect from Spoken Language activity.</p> <p>Write a police log about a crime they have seen on TV/discussed.</p> <p>Write a newspaper report about a crime they have seen on TV or discussed.</p> <p>Write a script for a Crime Watch appeal using Spoken Language activities as stimuli.</p>		
<p>Spoken language.</p> <p>How to plan effectively.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to</p>	<p>Watch an age and level appropriate crime/detective episode/clip. Then discuss in groups the techniques employed to catch the criminal(s).</p> <p>Use scenario cards (number of different scenarios depending on group size). Ask each group to build a plan for catching</p>		

Learning objective	Learning activity	Differentiation and extension	Resources
<p>others appropriately.</p>	<p>a criminal. Ask them to think about:</p> <ul style="list-style-type: none"> • why might they have committed the crime? • how they might have committed the crime? • where the crime took place? • what was taken/ damaged etc? • if there is a suspect. Who might have committed the crime? • how to give feedback to the group. <p>Set up a crime scene/investigation room. Use role play cards (lead detective, forensic officer, police officer, victim, witness) to help the students investigate the crime.</p> <p>Using scripts from writing, re-enact in small groups/pairs a Crime Watch appeal.</p> <p>Record.</p> <p>Self-assess performance.</p>		