



## Scheme of work: Component 2 – Exploring

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Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Exploring, a theme for component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](http://aqa.org.uk/5970)

## Component 2 (creative reading and writing)

### Theme: Exploring

The scheme is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing

### Resources

#### *Suggested extracts for 19th century literary non-fiction*

- Lewis and Clark and the Corps of Discovery from 1804 to 1806 (from [Lewisandclarkjournals.unl.edu](http://Lewisandclarkjournals.unl.edu) or <https://www.legendsofamerica.com/ah-lewisclark/#>)
- Sir Richard Burton and his travels through Asia (from [burtoniana.org](http://burtoniana.org) or [sirrichardfrancisburton.org](http://sirrichardfrancisburton.org)).

#### *Suggested extracts for 20<sup>th</sup> and 21<sup>st</sup> century literary texts*

- Paver, M., Chronicles of Ancient Darkness: Wolf Brother: Book 1
- Cooper, S., Ghost Hawk

#### *Suggestions for Silver text 1*

- Landman, T., Two Words
- Orme, D., Secret Tunnels (p25–35)

#### *Suggestions for Silver text 2*

- Swindells, R., The First Hunter

- Palmer, T., Wings: Flyboy
- AC West, J., White Water
- Orme, D., Time to Go Home

### Unit overview

Specification Content	AOs to be assessed	Suggested Resources
<ul style="list-style-type: none"> <li>• Read a selection of literary and literary non-fiction texts.</li> <li>• Use texts to learn how to:               <ul style="list-style-type: none"> <li>• infer</li> <li>• comment on language and structure</li> <li>• compare ideas and perspectives.</li> </ul> </li> <li>• Learn how plan, write, edit and proofread a story.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.</li> <li>• AO2 – explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</li> <li>• AO3 – compare writers’ ideas and perspectives.</li> <li>• AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• AO6 – use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Text extracts</li> <li>• Video/YouTube clips/audio clips</li> <li>• Dictionaries</li> <li>• Thesaurus</li> <li>• Bag of objects</li> <li>• Musical instruments</li> </ul>

### 3.1.1 Reading

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> <li>• How to infer</li> <li>• How to compare</li> <li>• Understanding how language is used</li> <li>• Understanding how structure is used</li> </ul>	AO1	<p>True or false activity: Place true and false posters at opposing ends of the classroom. Teacher to read aloud an extract from an exploration themed text whilst students listen closely. Then read aloud a statement about that extract. Students show their understanding by moving to the true or false end of the classroom. Repeat with different true/false statements.</p> <p>Give students the next section of the same text. Students write and share a true/false quiz. Students swap their quiz with a partner, complete and swap back to mark.</p>
	AO1	<p>From the exploration themed text, identify some words that will be unfamiliar to your students. Produce a card sort activity with the words on one set of cards and the corresponding definitions on another set of cards. Give each student one card, their task is to move around the room in search of their matching word/definition. Once all pairs are matched, each pair shares their word and definition with the class.</p> <p>Give students an extract from your exploration themed text. Pose a question eg highlight words that tells us the character is excited/ scared/happy/tired etc. Or highlight sentences that tell us the character is excited/ scared/happy/tired etc. Students independently complete the task.</p>
	AO2	<p>Students learn about inference through the use of exploration themed images. For example, a picture of a ship on a stormy sea. Ask them to describe what they see in the picture. Then model how you can make inferences from what you see eg high winds can be inferred from the big waves.</p> <p>Ask students to complete a cloze activity based on an extract from your text with key words removed. Students have to demonstrate an awareness of the words around the missing word in order to suggest an appropriate word.</p>

What to teach	AO	Suggested activities
	AO1	<p>In pairs/whole class play a word association game on the theme of exploring. For example: Ice (cold...), Desert (sand...), Ship (sea...), Sleigh (snow...), and Sand (gritty...). After 5 minutes students share what their final word was.</p> <p>Give students a list of statements about your exploration text (you could also give them page references). Ask students to explore the text and find the word/phrase/quotation that supports each statement.</p> <p>As an extension they could also explain why they have chosen particular statements.</p>
	AO2	<p>Introduce students to your new exploration text by putting the cover artwork on the board. Can they make predictions about what they think the text will be about? You may like to use heading prompts to help them eg characters, genre, plot, setting etc.</p> <p>Carry out a thought tunnel activity with two extracts (one from the start of the text and another from a later point in the text (when a change has occurred). One half of the class focuses on the first extract, the other half on the second extract. Provide students with the same series of questions. For example: Where is the character? What is the character doing? Who are they with? How are they feeling? Students find words/phrases from the text that support/evidence answers to those questions.</p> <p>Students choose one of the answers to the questions, remembering the relevant word/phrase from the extract. The whole class then forms 2 lines (a tunnel) with students who explored the first extract on one side and students who explored the later extract standing opposite. (As with the earlier human card sort activity) students need to find their match from the line opposite (e.g. 'I was at home' vs 'I was on a ship'). The teacher walks through the tunnel and each pair says out loud their word/phrase, moving from the first extract to the later one.</p>

What to teach	AO	Suggested activities
	AO	<p>Explain afterwards that students have started to explore the structure and the changes that took place between extracts.</p>
	AO1	<p>Assign half the class an extract or image (Text A), and the other half of the class a different extract or image (Text B). Provide some basic questions and students work together in pairs to answer those questions eg How many..., When did..., Where..., Who is..., Why is..., What... etc.</p> <p>Students then write their own questions and answers for their text.</p> <p>Text A pairs swap their text and questions with Text B pairs. Students in their same pairs work together to read their new text and answer the questions.</p> <p>Give students a further extract from your exploration text. Task them with creating a multiple choice quiz of comprehension questions and answers on the extract. You could consider giving students the opportunity to use ICT. Allow a partner/group to attempt these, and evaluate each other's quiz/game as an extension.</p>
	AO3	<p>Choose two exploration themed texts. Compile a bag of objects (or series of images) belonging to the explorer presented in Text 1 and do the same for Text 2. Students explore the similarities and differences between the collections of objects/images.</p> <p>Individually or in teams, students record their initial findings and feedback their findings to the whole class.</p> <p>Students should then consider both Text 1 and Text 2. Provide students with some prompts that might include: plot, theme, character, feelings etc. Students populate a Venn diagram with similarities and differences.</p>

### 3.1.2 Writing

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> <li>• How to plan a story</li> <li>• How to edit</li> <li>• How to proofread</li> <li>• What good looks like:               <ul style="list-style-type: none"> <li>• appropriate form</li> <li>• language</li> <li>• structure.</li> </ul> </li> </ul>	A0	<p>Consider taking students out on an expedition locally. Suggestions could include: an aquarium, safari park/zoo, the seaside/coast, ski centre, etc.</p>
	AO6	<p>Punctuation:</p> <p>Write a sequence of different punctuation marks on the board. Consider the ability of your students. Suggestions include: . capital letter ! “” : ; ... ( ).</p> <p>Allocate each pair/group with a different punctuation mark. Task them with finding a definition and an example of its use in a sentence. Students share their definitions and examples with the class.</p> <p>Hand out the opening extract to an exploration themed story with punctuation missing. Students in pairs/groups read out the extract and decide where the punctuation should be placed. Provide a corrected version and students check their work.</p> <p>Issue students (in groups) with a number of musical instruments (or sounding making objects). Ask them to assign a noise to each punctuation mark. For example: one beat on a drum for a full stop, or 3 shakes on maracas for ellipsis etc.</p> <p>Students then record/perform the corrected opening extract using sounds to represent the various punctuation marks.</p> <p>Students play their recordings or perform to the whole class.</p> <p>As an extension students could explain why they chose particular sounds to represent particular punctuation marks.</p>

What to teach	A0	Suggested activities
	AO5	<p>You will need to download 4 audio clips presenting the voices of 4 people with different accents (a selection of voice clips can be found at <a href="https://www.freesound.org/people">Freesound.org/people</a> or <a href="https://sounds.bl.uk">sounds.bl.uk</a>)</p> <p>Give each student a mini wipe board and ask them to draw a grid with 4 sections. Play each voice clip and as students listen ask them to draw how they imagine the person to look like. They could write words to describe the voice/ character if they aren't comfortable drawing.</p> <p>Students then select one of the voices and use a series of prompts to create a character for their own story.</p> <p>They could use the following prompts:</p> <ul style="list-style-type: none"> <li>• What is the character's name?</li> <li>• How old is the character?</li> <li>• What is the character interested in?</li> <li>• Who is in their character's family?</li> <li>• What is their character's personality like?</li> <li>• Where does their character want to explore?</li> <li>• Why does their character want to explore that place?</li> </ul>
	AO6	<p>Creating setting:</p> <p>You will need to source some video clips of different settings:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A video of a <a href="#">jungle</a></li> <li>• A video of a <a href="#">desert</a></li> <li>• A video of <a href="#">mountains</a></li> <li>• A video of <a href="#">the Antarctic</a>.</li> </ul>

What to teach	AO	Suggested activities
	AO	<p>Pre-populate a sheet with a number of different adjectives that could be used to describe the settings you've selected. Ensure these are mixed up so they're in no particular order.</p> <p>Students will watch and listen to a series of clips. For each clip they need to assign a different coloured pen to highlight/circle the adjectives that best describe that setting. They could add their own adjectives too.</p> <p>Students build on the above by selecting one of the settings for a piece of creative (exploration-themed) writing. Using the words they have highlighted for a particular setting ask them to write a short piece describing where they are.</p> <p>They may like to think about:</p> <ul style="list-style-type: none"> <li>• What does their setting look like?</li> <li>• What is the weather like?</li> <li>• What can they hear?</li> <li>• What can they feel?</li> <li>• What can they smell?</li> </ul> <p>Once completed they should swap their work with a partner who will check SPaG and suggest any improvements.</p>
	AO6	<p>Building tension:</p> <p>Issue each student with a card displaying an adverb on it. Prepare a series of sentence starters with the adverb missing. For example:</p> <ul style="list-style-type: none"> <li>• He came in....</li> <li>• He woke up...</li> <li>• He travelled...</li> <li>• He spoke...</li> <li>• He slept...</li> </ul>

What to teach	AO	Suggested activities
		<p>Students stand in a circle. Read aloud the sentence and if a student thinks their adverb fits, they should step into the centre and mime the adverb. The rest of the group has to guess the adverb. (This can be done as a whole class or in smaller groups.)</p> <p>Explain that another way of building tension is to use a series of short sentences. Provide an example eg He lay still in a tent. There was a noise. Something pawed the tent. He froze.</p> <p>Individually/in pairs or groups ask students to continue the example using the same technique. Once complete students share their examples with the whole class.</p> <p>Share an exploration themed image, for example a threatening animal. Ask students to write a series of short sentences based on the image. Students then pair up and work collectively to suggest improvements to each other's writing. Ask them to focus on: punctuation, adjectives, verbs, adverbs. Share with the class.</p>
	AO5/6	<p>Ask students to discuss in groups an expedition that they would like to go on. Compile a list.</p> <p>Ask students to choose one of those expeditions and build a story around it. Remind students they will need to plan:</p> <p>Beginning – introduce setting and characters.  Problem – where things start to go wrong.  Pivotal point – how they deal with the problem.  Consequence – what happens as a result of dealing with the problem?  A resolution – how things are put right.</p>

What to teach	AO	Suggested activities
		<p>Using the above plan, students draft a narrative. This could be presented in the form of a comic strip or a short story. You could consider giving students the opportunity to use a carton/comic strip app.</p> <p>Students swap their drafts or self-correct punctuation, grammar and spelling. Students edit their work and write a final version.</p>

#### *Extension activities*

Students research and write a fact file about an exploration.

Students write a diary entry for one of the explorers.

#### *Cross-curricular links*

Art, ICT, ASDAN, History, PE and Geography.

#### *Suggested field trips*

A cinema trip to see a film about exploring (some films are free during the [Into Film Festival](#))

A museum visit to research a local explorer

Take the class out on an exploration to inspire creative writing. Encourage students to take photographs to use later as inspiration for their own writing.