

Scheme of work: Sport

This is a suggested scheme of work for ELC Step Up to English (5970), Component 2 Sport. You can use the scheme of work for students working at Silver step and Gold step.

Aims and learning outcomes

All students will:

- read a selection of literary and literary non-fiction texts
- use the texts to learn how to: infer, comment on language and structure and compare ideas and perspectives
- learn how to plan, write, edit and proof read a story.

Component 2

Sport

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>Read students the title of a chosen sporting text. Ask students to make predictions about what they think the text will be about. Then ask students to read a paragraph to students. Which predictions still seem right? Which can be discounted? Ask students to explain why a prediction should be kept or erased. Some students may give quotations from the text. Jot down/highlight the references.</p> <p>Continue the process a paragraph at a time. Explain to students the process of reading for</p>	<p>Cross curricular links</p> <ul style="list-style-type: none"> • Art • ICT • ASDAN • History • PE <p>Suggested field trips</p> <p>Sporting venue (based on class interest.)</p> <p>Museum to research a sporting legend.</p>	<p>Suggested extracts Gold Source A</p> <p>1862, the first ever inter-club football game was recorded in a newspaper.</p> <p>Link to article graveshamtrophycentre.com</p> <p>1867 Marquess of Queensbury Rules</p> <p>boxrec.com/media/index.php/Marquess_of_Queensberry_Rules</p>

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	<p>information: prediction, evidence to support, evidence that does not support.</p> <p>Give students an extract from a chosen text. Read the extract to them. As you read ask students to follow the text and highlight any facts that they see/hear. Then ask students to complete a true/false quiz. Finally, ask students to use their highlighted extract to locate four additional specified points relevant to the text.</p> <p>Read a short extract from your chosen text. Then give some students pictures based on the extract and some words/phrases. Ask students to get up and find a partner (someone who matches their picture/word or phrase). In those pairs can they come up with an explanation as to why their word matches the picture and why they think it has been used/is effective? For example: "The crowd parted down the middle like a black curtain." (p8 <i>This Sporting Life</i>) with a picture of a black pair of curtains. Gold students may wish to identify subject terminology to support their ideas. Ask students to find or choose words or phrases and</p>	<p>Extension activities</p> <p>Gold - Ask students to re-write a pre-19th century extract they have read in modern day language.</p> <p>Students could create their own "Call My Bluff" game.</p>	<p>Suggested extracts Gold Source B</p> <p>Bend It Like Beckham - Narinder Dhani</p> <p>The Loneliness of the Long Distance Runner - Alan Sillitoe (available on Amazon.co.uk)</p> <p>This Sporting Life - David Storey (available on Amazon.co.uk)</p> <p>Suggested extracts Silver Source A</p> <p>The Sub - Tony Norman</p> <p>Suggested extracts Silver Source B</p> <p>Real Cricket - Tom Palmer</p> <p>Extreme Sports - David Orme</p> <p>Other resources</p> <p>Text extracts</p> <p>Video/YouTube clips</p> <p>Animation app</p> <p>Video camera/flip cam</p> <p>Dictionaries/thesaurus</p>

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	<p>explain why the writer has used them.</p> <p>Read an extract from your chosen text. Ask students to follow and circle any words they do not understand as you read. Everyone shares the words onto the board. Put students into pairs/small groups and explain that they are going to be responsible for researching a word for the rest of the group. Assign each 'team' a word from the list. Ask students to:</p> <ol style="list-style-type: none"> 1. Find the word group eg noun, adjective, verb. 2. Write a student friendly definition. 3. Draw a picture to illustrate the word. 4. Write a sentence using the word. 5. Explain why the word was used in the extract. Feedback knowledge to the group. <p>Put students into groups. Give them an extract. Ask them as a group to read the extract. Then ask them to discuss and create a freeze frame based on what they have read. Present their freeze frames to the group. What can the group infer about the characters or plot based on</p>		

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	<p>the expressions/postures or placement of the different characters?</p> <p>Watch two clips based on your chosen sporting event/events. Individually complete a Double Bubble Thinking Map to help them compare and contrast the two clips.</p> <p>Example of a double bubble thinking map from Deer Valley Unified School District website</p> <p>Give students extracts from the two texts that you have been working on and ask them to construct a Venn diagram to help them decide on the similarities and differences between the two texts. Some students may require prompts to support them in the form of pre-written ideas.</p>		
<p>Writing</p> <p>How to plan a story.</p> <p>What good looks like: appropriate form, language and structure.</p> <p>How to edit.</p>	<p>Take students to watch or to play the group's chosen sporting activity. This will be the basis for their creative writing.</p> <p>Creating characters</p> <p>Ask students to think about themselves and write down adjectives to describe their personality, sporting abilities, appearance etc.</p>		

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<p>How to proof read.</p>	<p>Creating setting</p> <p>Play students an audio/video clip based on the class's chosen sporting event. Ask students to think about:</p> <ul style="list-style-type: none"> • where they are • how they feel • what they are about to do • what can they smell? <p>Record the ideas individually and explain that they are creating the setting for their own story.</p> <p>Building tension</p> <p>Watch a video clip from the Tour de France of a mountain climb. Put students into groups. Give them an A3 piece of paper. Ask them to draw the mountain on it. Then explain to students that one way they can build tension is to use time connectives. Give each group a set of time connectives. Ask them to decide where on the mountain each connective might go eg In the beginning might go at the bottom of the mountain.</p> <p>Once they have placed their time connectives, ask them to verbally retell the clip they have seen, using the time connectives.</p>		

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	<p>Record and share with the group.</p> <p>Punctuation</p> <p>Hand out mini white boards and ask students to jot down all the different punctuation marks they know. Hold up the boards and discuss what each mark is used for. Play a punctuation game based on the ability of your group, for example: Interactive punctuation activity at studyladder.com</p> <p>This may be done in groups, individually or as a whole class using the mini whiteboards. Ask students to write a phrase/sentence/paragraph of the opening of their story without punctuation. Swap with a partner and each add in the correct punctuation. Read it to each other, demonstrating how punctuation changes what is being said.</p> <p>Remind students they will need to plan:</p> <ul style="list-style-type: none"> • 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. 		

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	<ul style="list-style-type: none"> • resolution - how things are put right. <p>Using their plan, ask students to draft a first person story based on the sporting activity they watched or played.</p> <p>Ask students to check their drafts for punctuation, grammar and spelling.</p> <p>Ask students to write/type their final draft.</p>		