

ACP Learning Outline - English - Detectives

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p>1: The Skills of a Good Detective</p> <p>Read and understand text. Demonstrate spoken English Skills Demonstrate presentation skills</p> <p>AO1, AO7, AO9</p>	<ul style="list-style-type: none"> - Explore and discuss detectives that the student knows (prompt with Sherlock Holmes, Inspector Gadget or others) - PPT1-slide 2 – read through the information on the theft. Discuss what the student thinks happened and what evidence is there to back up their views. - Interview Ms Sneer worksheet 1.1– complete the sheet, using information on PPT1-slide3 - Worksheet 1.2 – Read through Henry’s diary. Apply the information to create a crime report either as the prosecuting lawyer or as a reporter. Get the student to determine, what they think happened, who was guilty and the evidence to support this. 	<ul style="list-style-type: none"> • Locate some points and information (E1) • Clearly present some key information (E1) • Locate all main points and information (E2) • Demonstrate presentation skills (E2) • Locate and use ideas from a report (E3) • Use spoken English effectively (E3) • Locate and use ideas and information effectively (L1)
<p>2: Could you be a Detective?</p> <p>Communicate Clearly, effectively and imaginatively</p> <p>AO5</p>	<ul style="list-style-type: none"> - Discuss what is expected in a job interview. Check answers with PP2-slide 1. - Recall from last lesson, what they skills a detective needs. Compare with Worksheet 2.2 and then complete the worksheet. - Create list of questions they would want to ask if they were interviewing someone for a job. - Worksheet 2.1 complete with language suitable for interview. - Worksheet 2.3 – write a letter applying to be a Detective using language learnt from 2.1 	<ul style="list-style-type: none"> • Write a basic application using simple language (E1) • Write an application using simple sentences using narrative form (E2) • Demonstrates use of sequencing in sentence writing. (E3) • Uses compound sentences (E3) • Organise writing appropriately for purpose (L1)
<p>3. Crime in the 19th Century</p> <p>Read and understand text Listen and Respond to questions</p> <p>AO1 AO8</p>	<ul style="list-style-type: none"> - PP3-slide 1 – look at the slide and discuss hansom cabs, taxis, horse trams, busses, tubes as means of transport. Look at the different ways people get around now compared to the 19th century. - PP3-slide 2 – read through the information on the slide. Student to close eyes, ask questions to see what they can recall. - Horse Theft worksheet – a horse has been stolen. Look at the information and say who the thief could be with reasons. - Bob the Driver worksheet – read the letter. Plan and write a response. Try to include actual effects and feelings. 	<ul style="list-style-type: none"> • Express a prediction (E1) • Make a prediction based on an explicit information (E2) • Make predictions using explicit and implicit information (E3) • Make inferences and deductions based on actions and events in text (L1)
<p>4. Do Detectives just investigate crime?</p> <p>Evaluate texts Support opinions with evidence</p> <p>AO4</p>	<ul style="list-style-type: none"> - PP4-slide 1 – look at the pictures and answer the questions. From these determine answer to the main question. - PP4-slide 2 – discuss Nessy with the student. Research information on the internet if possible. - What does the Loch Ness Monster look like worksheet – write descriptions of the monster based on the pictures. - When I saw Nessie worksheet – read the information and complete the written tasks. 	<ul style="list-style-type: none"> • Make simple comments and viewpoints (E1) • Support comments with reasons (E2) • Support comments with details from the text (E3) •

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<p>5. What Makes Detectives Exciting?</p> <p>Organise information sequentially Write imaginatively AO5</p>	<ul style="list-style-type: none"> - PP5-slide 1 – determine how the events are linked to create a detective story. Arrange them logically (making interesting sentences to create a short story) - Solving the Murder worksheet – read the extract from the book and use the information to answer questions - The Murder of Roger Ackroyd Worksheet - put the events in order. Then use the order to write a newspaper article about what has happened. If possible look at different types of news story to decide what style of writing to use. 	<ul style="list-style-type: none"> • Arrange events in appropriate order (E1) • Describe events in simple sequenced sentences (E2) • Describe events in logical, grammatically correct sentences (E3) • Express personal comments about text supported by appropriate details (L1)
<p>Do you have good detective skills?</p> <p>Use vocabulary and sentence structure for clarity, purpose and effect. Demonstrate accurate spelling and punctuation. Demonstrate presentation skills Use spoken English effectively AO6 AO7 AO8</p>	<ul style="list-style-type: none"> - Helping Holmes worksheet – complete to practice spellings – use dictionary to look up words. - Discuss who Sherlock Holmes is. Think back through this unit of work – what things did they decide make someone a good or bad detective. - Use the answers to create a presentation about why Sherlock Holmes is a good or bad detective. Presentations worksheet may be used to help. 	<ul style="list-style-type: none"> • Spell simple phonetically plausible and high frequency words correctly (E1) • Spell phonetically plausible and high frequency words correctly (E2) • Spell most words, including common polysyllabic words accurately (E3) • Describe events in developed and interesting ways, linking ideas with connectives (L1)
<p>Detectives – Entry Level Assessment Activity</p>	<ul style="list-style-type: none"> - E3 students to complete Gold assessment activity. - E2 students to complete Silver assessment activity. - E1 students = this is optional based on teacher discretion. - Teacher to mark and file activity with targets for improvement shared with student for the next topic 	<ul style="list-style-type: none"> • See markscheme
<p>Detectives – GCSE and FS Level 1 extension</p>	<ul style="list-style-type: none"> - Writing Task – use the skills learnt from the unit to work through the tasks to plan and create a training leaflet for people aspiring to become detectives. 	<ul style="list-style-type: none"> • Organises information and ideas logically (L1) • Uses structural and grammatical features to support coherence and cohesion of text (GCSE) • Uses vocabulary and sentence structure to convey purpose and effect (L1) • Uses vocabulary and sentence structure for clarity, purpose and effect (GCSE) • Demonstrates accurate spelling and punctuation.