

## ACP Learning Outline – English – Sport

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p><b>Supporting a team or person</b></p> <p>Read and understand text Identify and interpret information and ideas Listen and respond appropriately to spoken English, questions and feedback</p> <p>AO1, AO8</p>	<ul style="list-style-type: none"> <li>- Have discussion about sport, teams, sports people supported by the student. Ask questions and let them ask you questions about any sports people you support. If no team supported, have a look on line at information about a sport and/or team and discuss that.</li> <li>- <b>PPT1</b> – have a look at the 2 images – discuss answers to the questions. More able students should be able to justify their answers.</li> <li>- <b>Worksheet 1.1</b> – read the advice on travelling to football and complete the activities.</li> <li>- <b>Worksheet 1.2</b> – read the account of matchday and answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Locate some information from a simple text (E1)</li> <li>•Locate main points and information in text (E2)</li> <li>•Locate key information (E3)</li> <li>•Locate and use information and ideas found in text (L1)</li> </ul>
<p><b>Rival Supporters</b></p> <p>Communicate clearly, effectively and imaginatively Select and adapt tone, style and register for different purposes and audiences</p> <p>AO5</p>	<ul style="list-style-type: none"> <li>- <b>PPT2-slide 1</b> – show the slide and on a whiteboard the student writes (or draws) reasons why these people are sports fans. Use their answers to develop the concept of loyalty. From this complete a sentence which starts “<i>As a fan of my team, I show loyalty by.....</i>”</li> <li>- <b>Worksheet 2.1, 2.2</b> – read email (taken from story <i>Football Fanatic</i> by <i>Steve Skidmore and Steve Barlow</i>). Compose reply using 2.2 to structure the response.</li> <li>- <b>PPT2-slide 2</b> – split whiteboard into 2 sections. Under each sections write words that describe <i>Friendship &amp; Conflict</i>. Use this to look at conflicts and friendships they have and how they could deal with these in a positive way.</li> <li>- <b>PPT2-slide 3, Worksheet 2.3</b>– Look at the headline – what might the story be about? Using the worksheet, describe the scene when Alex and Dave met on Monday morning.</li> </ul>	<ul style="list-style-type: none"> <li>•Arrange some details in order (E1)</li> <li>•Describe an encounter in simple sequenced sentences (E2)</li> <li>•Write using grammatically correct, simple sentences (E2)</li> <li>•Describe an encounter in a logical sequence (E3)</li> <li>•Write using grammatically correct compound sentences (E3)</li> <li>•Describe an encounter in a developed and interesting way (L1)</li> <li>•Write using complex and compound sentences to extend meaning (L1)</li> </ul>

<p><b>Making a Match Sound Exciting</b></p> <p>Explain and comment on how writers use language and structure to achieve effects and influence readers.</p> <p>Listen and respond appropriately to spoken English, questions and feedback</p> <p>AO2, AO5</p>	<ul style="list-style-type: none"> <li>- <b>Worksheet 3.1</b> – complete the commentator’s phrases using the word bank provided. Check understanding and spelling of the words, looking up and learning if necessary.</li> <li>- <b>PP3-slide 1</b> – read the tips, discuss what they mean. Look up any words where meaning not known. Sort the words in to 3 groups: nouns, verbs and adjectives. Discuss what is needed to write a sentence and how the choice of adjectives makes a sentence more interesting.</li> <li>- <b>PP3-slide2</b> – copy the 3 sentences replacing the highlighted words with more exciting alternatives.</li> <li>- <b>Worksheet 3.2</b> – read text and complete activity. Gold students should do a rough plan of Point/Evidence/Explain before writing up.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand meanings of simple words in text (E1)</li> <li>•Understand meanings of most words in text (E2)</li> <li>•Identify some language features in the text (E3)</li> <li>•Show awareness of the effect of language features (L1)</li> </ul>
<p><b>The Supporter’s View</b></p> <p>Compare writer’s ideas and perspectives.</p> <p>Demonstrate presentation skills</p> <p>Use spoken English effectively in speeches and presentations</p> <p>AO3, AO7, AO9</p>	<ul style="list-style-type: none"> <li>- <b>PP4-slide 1</b> – look at the picture. Discuss if each of the people listed would report the same thing? Introduce the idea of bias. What bias might each person have. Look at how car accidents are reported and the importance of reporting facts.</li> <li>- <b>PP4-slide2</b> – the 2 pictures are used in 2 different reports of the match. Create lists of the similarities and differences in the pictures, or what would be in the reports.</li> <li>- <b>Worksheet 4.1, 4.2</b>– read text and identify similarities and differences. Use 4.2 to plan brief presentation of these and then deliver it verbally. If done with a group – people can give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify a similarity or difference between 2 texts (E1)</li> <li>•Identify a similarity or difference between characters and events in simple text (E2)</li> <li>•Identify similarities or differences between characters and events in text (E3)</li> <li>•Identify significant similarities or differences between characters and events, supporting views with references to the text (L1)</li> </ul>

<p><b>The perfect player</b></p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Listen and respond to spoken language. AO5, AO8</p>	<ul style="list-style-type: none"> <li>- <b>Worksheet 5.1</b> – use dictionaries to help complete the activity on finding meanings of words. Then rank the words in order of characteristics needed for a good team member.</li> <li>- <b>PP5-slide 1</b> – look at the nicknames and decide why they have the nicknames shown and why. Opportunity for discussion around nicknames and name calling (good v bad)</li> <li>- <b>Worksheet 5.2</b> – read the information about 2 new possible players.</li> <li>- <b>Worksheet 5.3</b> – both players take part in a game. Use information from worksheet 5.2 to complete the review of the players. Using the information from the lesson, which player would be hired and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange some information in an appropriate order (E1)</li> <li>• Write a description in simple sequenced sentences (E2)</li> <li>• Sequence a description in a logical way (E3)</li> <li>• Sequence a description in a sustained, developed and interesting way (L1)</li> </ul>
<p><b>How to be a sports writer</b></p> <p>Use vocabulary and sentence structure for clarity, purpose and effect. Demonstrate accurate spelling and punctuation. AO6</p>	<ul style="list-style-type: none"> <li>- <b>Worksheet 6.1</b> – cut up before the session. Match up the words/pictures and decide which are spelt correctly. Find the meanings and use this to create descriptive sentences.</li> <li>- <b>Worksheet 6.2</b> – decide which settings are appropriate for the settings provided and complete the tasks with descriptions and reasons.</li> <li>- <b>Worksheet 6.3</b> – rewrite the text provided correcting SPaG.</li> <li>- <b>Worksheet 6.4</b> – write descriptions of a football match using the prompts provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a narrative using some simple descriptive language (E1)</li> <li>• Write a narrative using appropriate words to create interest (E2)</li> <li>• Write a narrative choosing words for variety and interest (E3)</li> <li>• Write a narrative choosing adventurous and effective vocabulary (L1)</li> </ul>
<p><b><i>Sport – Entry Level Assessment Activity</i></b></p>	<ul style="list-style-type: none"> <li>- E3 students to complete Gold assessment activity.</li> <li>- E2 students to complete Silver assessment activity. E1 students = this is optional based on teacher discretion.</li> <li>- Teacher to mark and file activity with targets for improvement shared with student for the next topic</li> </ul>	<ul style="list-style-type: none"> <li>• See markscheme</li> </ul>
<p><b><i>Sport – GCSE Ready extension (also links to skills for Functional Level)</i></b></p>	<ul style="list-style-type: none"> <li>- <b>Reading Task</b> – read the text, check understanding and look up any words not understood. Then answer questions 1 - 3</li> <li>- <b>Writing Tasks</b> – using the text, find things that are similar and different. Compare these, using the grid to support planning, then write this up using full sentences and paragraphs remembering to use Point, Evidence, Describe to convey the views.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and comment on use of writer’s language to influence reader</li> <li>• Explain and comment on use of writer’s language to achieve effects</li> <li>• Use examples to support views</li> <li>• Use vocabulary and sentence structure for clarity, purpose and effect</li> <li>• Compare writer’s ideas and perspectives</li> </ul>