

Intent:

Gold:

Read fluently, accurately and with expression.

Use a range of strategies to tackle words in a variety of texts e.g., phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes.

Demonstrate an understanding of the main points in a variety of texts e.g., characters, setting, theme with some explanation.

Locate key points in texts e.g., note some differences between two newspaper reports on the same story.

Make inferences based on a single piece of textual detail e.g., in a longer text answer questions about a character's actions or make predictions about feelings.

Interpret at a literal level.

Silver 1

Identify some features of the language used by the writer, often without comment e.g., identify adjectives, verbs and dialogue.

Silver 3

Identify similarities and differences between character, an event, theme or presentation in two texts e.g., 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot'.

Term	Week/s	Topic/Theme Steam	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn/Spring 1	1-3	Examine a 'Wanted' poster. Highlight key words and explain why they have been included. Research the American West and the origin of the Wanted Poster. Technology – the development of barbed wire, railway. Art – making tipis and dream catchers.	How to infer. How to understand how language is used. How to understand how structure is used. How to compare.	Literacy AO1, AO2, AO3 <u>Cross curricular links</u> • ASDAN • Science • Media Studies • Drama <u>Suggested field trips</u> Invite a local Community Support Officer in to talk to the students about preventing crime. Visit to a local newspaper office. SMSC – recognise right and wrong. Respect the law. Investigate moral and ethical issues.
	4-6	Read an email from a forensic team. Extract key facts. The case of Stephen Lawrence. Science – DNA.		
	7-10	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. Oscar Pistorius – the two sides of the argument. Science – forensics. Technology – prosthetic limbs.		
	11-14	Read some witness statements (could be linked to role play). Extract key information.		

		The Hillsborough Disaster.		
		Engineering – looking at the structure and set up of the stadiums.		
	15-17	Read an instruction piece (how to secure your property/how to prevent crime). Make inference based on the content.		
	18-21	Writing a response: how to respond to the question forms on the paper, i.e. tick boxes, lists, tables, cloze responses.		

Impact: For pupils to be as 'GCSE ready' as possible. The skills needed for this are as below:

GCSE

Read and understand a range of texts showing consideration to an audience.

Use a wide range of strategies to tackle more difficult words in a variety of texts e.g., knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence.

Demonstrate a firm understanding of significant points in a wide variety of texts e.g., ideas, themes, events, settings and character with detailed explanation.

Locate and use ideas and information e.g., refer to the text to support their views.

Be able to make inferences and deductions based on significant ideas, themes, events, and characters.

Refer to the text when explaining or summarising to support their views.

Functional Skills Level 2

Begin to show awareness of the writer's craft e.g., identify words or phrases that create atmosphere or build character, identify alliteration, simple similes and simple colloquialisms.

Begin to show awareness of structure.

Functional Skills Level 1

Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views e.g., 'we know the character was ... because.... This is the same in... because...'

