

Intent:

Gold

- Talk with confidence in different contexts e.g., school based only.
- Make sustained contributions, developing ideas and feelings e.g., converse on a wider range of subjects, thinking about use of adjectives and questions to maintain interest.
- Match language and non-verbal features to purpose and audience e.g., by adjusting tone, pace, volume and intonation.
- Listen carefully in different group situations e.g., familiar settings with familiar adults and peers.
- Respond to others, developing ideas and making helpful comments and suggestions e.g., make an appropriate comment about what they have heard.
- Take on different roles/responsibilities in working with others.

Begin to show an awareness of Standard English e.g. use of pronouns to indicate someone or something that has already been mentioned and conjunctions to link words to the rest of the sentence.

Silver 1

- Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.
- Communicate experiences, thoughts and feelings; linking ideas e.g., can communicate outside of their own immediate interests.
- Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.
- Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest.
- Engage with others, making simple comments and suggestions e.g. agree or disagree with an idea and sometimes suggest an alternative.
- Take turns, making helpful, more extended contributions.
- Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose e.g. speak to an unfamiliar adult differently than to a friend.

Silver 2

- Talk to familiar peers and adults in supported groups or 1:1, especially on matters of personal interest.
- Communicate feelings and ideas ' e.g., I feel sad when...because...'
- When speaking to familiar peers and adults add some detail to sustain interest.
- Listen attentively to familiar peers and adults in supported groups or 1:1, especially on matters of interest.
- Engage with others e.g., agree or disagree with a comment or idea.
- Take turns.
- Use appropriate personal pronouns and begin to use different language to adults and peers.

| Term | Week/s | Topic/Theme <i>Steam</i> | Learning Outcomes Knowledge and Skills To know, to use, to apply... | Literacy Link Numeracy Link SMSC Link |
|-----------------|---|--|---|---|
| Autumn/Spring 1 | 1-5 6-10 | <p>Watch an age and level appropriate crime/detective episode/clip. Then discuss in groups the techniques employed to catch the criminal(s).</p> <p>Science – forensics Technology – recording and identifying forensic information.</p> <p>Use scenario cards (number of different scenarios depending on group size). Ask each group to build a plan for catching a criminal. Ask them to think about:</p> <ul style="list-style-type: none"> • why might they have | <p>How to plan effectively.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p> | <p>Literacy – A07 A08</p> <p>SMSC – respect the law</p> <p><u>Cross curricular links</u></p> <ul style="list-style-type: none"> • ASDAN • Science • Media Studies • Drama <p>Suggested field trips Invite a local Community Support Officer in to talk to the students about preventing crime. Visit to a local newspaper office.</p> |

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| | | <p>committed the crime?</p> <ul style="list-style-type: none"> • How they might have committed the crime? • Where the crime took place? • What was taken/ damaged etc? • If there is a suspect. Who might have committed the crime? • How to give feedback to the group. | | |
| | 11-15 | Set up a crime scene/investigation room. Use role play cards (lead detective, forensic officer, police officer, victim, witness) to help the students investigate the crime. | | |
| | 16-20 | Using scripts from writing, re-enact in small groups/pairs a Crime Watch appeal. | | |

Impact – Pupils will now be ready to develop the following skills further in order to access Functional Skills Level 1 and 2 and GCSE English Language.

Talk with confidence in a presentation e.g. in a formal context about personal experiences or a hobby.

Adapt talk to purpose: developing ideas thoughtfully, describing events and conveying opinions clearly e.g. adapt complexity of their language depending on who they are speaking to.

Use exaggeration, intonation, humour, pace and appropriate body language when presenting.

Listen carefully in a range of different contexts e.g. in familiar and unfamiliar settings, in a range of group sizes and to a range of familiar and unfamiliar speakers.

Make contributions and ask questions that are responsive to others' views and ideas e.g. ask questions about peoples' views and give reasons for their own viewpoint.

Show respect for other peoples' views e.g. by acknowledging that although someone may have a different opinion or idea it is still valid.

Use appropriately some of the features of Standard English vocabulary and grammar e.g. passive structures and embedded clauses.