

**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			<p>How to infer.</p> <p>How to compare.</p> <p>How to understand how language is used.</p> <p>How to understand how structure is used.</p>	<p>Literacy – AO1, AO2, AO3</p> <p>SMSC – participate positively in music.</p>
	1-4	<p><b>Starter:</b> Listen to some sound clips of different music genres e.g. blues, reggae, hip hop, folk, rock, jazz, country, classical, pop. Using mini white boards ask students to identify the genre (this could be through multiple choice on a PowerPoint or independently). <b>Activity:</b> Put students into groups. Tell each group they are going to create a mini presentation about a set music genre that you will give to them. Each group will get a different genre. You may like to provide research roles or responsibilities within groups. Provide groups with reading sources (music based books, music magazines, websites, fact sheets that are appropriate for their reading level) and either A3 paper or a laptop to feed ideas back. You could give prompts, e.g. When was the music genre popular? What famous musicians/singers are linked to the genre? What instruments are linked to the genre? What clothing styles are linked to the</p>		

	<p>genre? What dance is linked to the genre? Extension: Students could go on to research their favourite genre, musician and singer and repeat lessons 1-3.</p>		
5-8	<p><b>Starter:</b> Play an acrostic game. Put a topic specific word on the board e.g. music, radio, sound. Individually, in pairs or groups, students write a word for each letter e.g. M = Microphone. First to finish or the most used letters wins.</p> <p><b>Activity:</b> As a whole group gather together the data from the surveys and display on the board. Ask students to interrogate the data. Encourage retrieval, inference and reference to the text through a combination of open and closed questions, e.g. What is the most popular music genre? Why do think that it is popular? What is the least popular music genre? Why do you think it is least popular?</p> <p>Maths – analysing data.</p>		
9-12	<p><b>Starter:</b> Play odd one out. Put five words or pictures on the board, e.g. TV, Radio, Podcast, Blog and Vlog. Ask students to choose (using mini white boards) the odd one out and be prepared to say why.</p> <p><b>Activity:</b> Read about jobs or roles in a radio show. Ask students to choose which role they would apply for and which role they would not apply for and explain their choices.</p> <p>Gatsby – 2 and 5.</p>		
13-16	<p><b>Starter:</b> Simile or strap line starter. Give students the beginning of a starter and ask them to come up with the end/choose an ending, e.g. 'As cool as...', 'As smooth as...', 'As loud as...', 'Fun, like...'. <b>Activity:</b> Advertising. Look at, or listen to, adverts for music radio shows such as: Smooth Radio and BBC Radio 1. You could provide freeze frame stills and the transcript. Ask students to identify (or identify for</p>		

	<p>students):</p> <ul style="list-style-type: none"> <li>• Key words and ask them to explain why those words have been chosen</li> <li>• Key images and explain why those have been chosen</li> <li>• Any literary devices that have been included and why.</li> </ul>		
17-20	<p><b>Starter:</b>  <b>Starter:</b>          Use a Reveal the picture template and place a music based picture behind. Slowly reveal the picture, asking students to use inference to guess what it might be, until the whole of the picture is revealed.  <b>Activity:</b>          Ask students to research music magazines that they could advertise their new radio show in. Pose a mixture of simple retrieval questions to draw out key features (such as the name of the magazine). You can include inference based questions like 'Who do you think the target audience is for the magazine and why?'</p>		

**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...'

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