

Intent:

Gold

Express personal preferences with a limited awareness of the writer's viewpoint or impact e.g. 'I didn't like it when ... because I felt scared. I do not like horror'.

Silver 1

Write legibly e.g. may choose to join letters, beginning to develop own handwriting style. Sometimes adapt writing style to match purpose and audience e.g. with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/informal language, but not consistently. Sequence ideas logically e.g. sentences are usually grammatically correct; writing has clear beginning, middle and end.

Silver 2

Spell most words including common polysyllabic words accurately e.g. polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.

Use capital letters, full stops and question marks usually accurately.

Choose words for variety and interest e.g. adjectives, adverbs, powerful verbs.

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	1-5 6-10 11-15 16-20	Design a 'Wanted' poster to catch a suspect from Spoken Language activity. Write a police log about a crime they have seen on TV/discussed. Write a newspaper report about a crime they have seen on TV or discussed. Write a script for a Crime Watch appeal using Spoken Language activities as stimuli.	How to plan for report writing. What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Literacy - AO4, AO5, AO6 SMSC – Accept the rule of law <u>Cross curricular links</u> • ASDAN • Science • Media Studies • Drama Suggested field trips Invite a local Community Support Officer in to talk to the students about preventing crime. Visit to a local newspaper office.

Impact

For pupils to be as 'GCSE ready' as possible. Skills for this include:

GCSE

Express personal opinions and ideas showing awareness of the writers' viewpoint e.g. 'I liked it when...I think the writer did this because...'

Functional Skills Level 1

Demonstrate a handwriting style which is fluent and legible e.g. writes at speed using own handwriting style which is usually joined.

Organise writing appropriately for the purpose of the reader e.g. develops different writing genres (narrative, scripts, poem, email etc.) and shows awareness in style of different audiences (formal, informal).

Sequence ideas often in a sustained, developed and interesting way e.g. grammatically complex and compound sentences to extend meaning, connectives to link ideas and paragraphs, evidence of a plan.

Functional Skills Level 2

Spell words generally accurately, including polysyllabic words that conform to regular patterns e.g. common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words etc.

Use full stops, capital letters, commas, speech marks and question marks accurately. Punctuation within sentences is beginning to develop e.g. apostrophes or brackets may be used but not always accurately.

Make adventurous and effective choice of vocabulary e.g. to indicate a change of pace and tone 'suddenly', string of adjectives 'dark, grimy room'.