

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

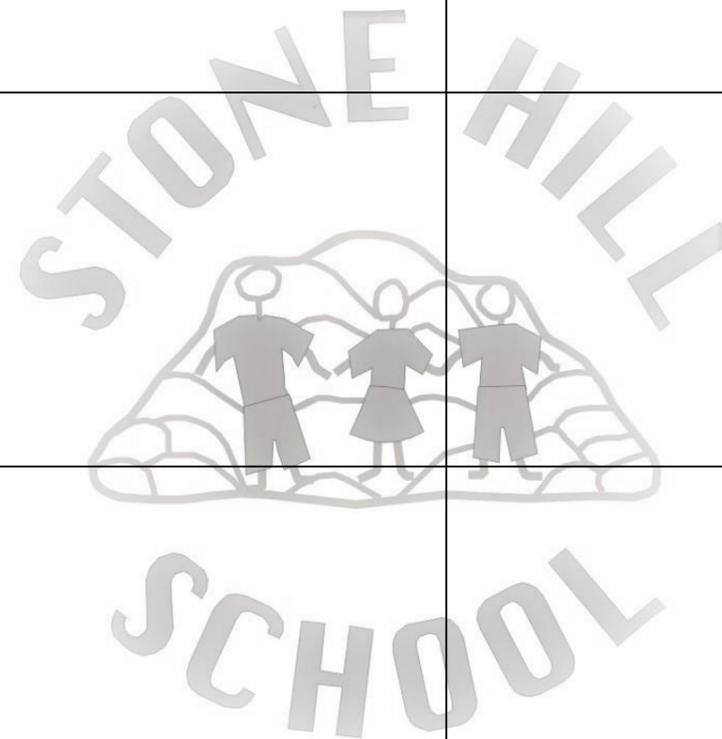
Spell most words including common polysyllabic words accurately e.g. polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.

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	1-4	<p>Starter: Bingo starter. Give each student, pair or group a bingo card based on music genres. Tell them to listen carefully as you play music clips. If they have that music genre, they cross it off. The first to get a full house shouts 'bingo!' Remind students that this is good for listening skills.</p> <p>Activities: Ask students to plan their presentation in their groups. Remind students to include sequence, key points, bullet points etc.</p>	<p>How to plan a letter/review. What good looks like:</p> <ul style="list-style-type: none"> • Appropriate form • Language • Structure • How to edit • How to proofread. 	<p>Literacy – AO4, AO5, AO6</p> <p>SMSC – participate positively in music.</p>
	5-8	<p>Starter: Play 'Correct my mistake'. Put some sentences (level appropriate) on the board, one at a time, e.g. I am a fan of Hip Hap. On mini whiteboards ask students to spot the spelling mistake and write the correct spelling on their boards.</p> <p>Activity: Ask students to design a survey to help them plan their radio show. They need to find out:</p> <ul style="list-style-type: none"> • target audience • what music to play • when to broadcast • what other features to include. 		
	9-11	<p>Starter: Give students sentence starters (on card or on a PowerPoint) aimed at different audiences,</p>		

	<p>e.g. 'Hiya, wish you were here....', 'Firstly, you need to...', 'Hey guys, so today...', 'Dear Sir/Madam...', 'Today, at 6'oclock...'. They must decide if they are from a formal or informal text. They could also guess which text you have taken each piece of text from.</p> <p>Activity: Watch a clip about structuring a formal letter. Ask students to write a covering letter to a radio station to apply for a chosen position. They should include which position they would like to apply for, what they like about the role, what their strengths are and how they would contribute.</p>		
12-15	<p>Starter: Play a 'Who am I?' punctuation game: give clues for students to guess which piece of punctuation is being described. You can differentiate depending on level. Try Who Am!? as a starting point. Activity: Discuss features of a script. Ask students to write their own advert (for TV or radio) to advertise their music radio show.</p>		
16-18	<p>Starter: Students work in pairs as a sales team. Put an everyday object on the board, e.g. a pen. Then give students a set of differentiated cards with a mixture of rhetorical question openers, sentences that start with verbs, persuasive statement openers and powerful adjectives. Try the advertisements section in this document for inspiration. Each student takes turns to turn over a card and use it as the opening statement or word to start selling the object. When they have finished, their partner turns over the next card and continues the sales pitch with the new opening statement or word. Continue until the cards have run out.</p> <p>Activity: Explore poster or article features. Ask students to write either a poster or an article to publish in a magazine to</p>		



		persuade people to tune into their new radio show.		
	19-21	<p>Starter: Play a connectives game. For example Game 1 or Game 2.</p> <p>Activity: Ask students to put together all the work they have completed on market research, roles and advertising. Ask them to write a business plan to present to either their teacher, the Headteacher or Governors for their proposal for a school or community music radio show.</p>		

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'.

