

**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	Web research into different travel destinations (either local day trips/exotic destinations). Extract date. Express a personal preference as to which they would choose.  Technology – Use of media, flip camera, green screen.  Art – creating postcards.	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> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Maths</li> <li>• Media Studies</li> <li>• ASDAN</li> </ul> <u>Suggested field trips</u> Day trip to a local travel destination. Invite a travel agent into school to discuss most popular destinations, job.  SMSC – Learning about the world around you.  Gatsby 4 and 5.
	4-6	Analyse tabular data regarding holiday destinations. Data can be created from Spoken Language activity or a survey conducted by the students.  Maths – survey, tally chart, creating graphs, analysing data.		
	7-9	Look at adverts for travel agents/coach companies (these can be from the telephone directory). Ask students to select three who would be suitable to use for their day trip/exotic destination. Extract key information.		
	10-12	Study leaflets of different travel destinations (local day trips/exotic destinations). Highlight key words and explain the meaning.		
	13-15	Ask students to research different travel options for their chosen trip/exotic destination		

		e.g. coach, car, train, aeroplane, ferry. Extract key information and express a personal preference about transportation.  Engineering – analysing the benefits of different types of transport.		
	16-18	Read a postcard (this could be one written by a peer in the writing task). Students decide if they would have enjoyed the holiday and explain why.		
	19-21	Writing a response: how to respond to the question forms on the paper, i.e. tick boxes, lists, tables.  Maths – recognising different ways of information being presented.		

**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...'