

Summer 2

 <p>Newspapers</p> <p>Media</p> <p>Articles</p> <p>News Clips</p> <p>Radio</p>	 <p>Newspapers</p> <p>Media</p> <p>Articles</p> <p>News Clips</p> <p>Radio</p>	 <p>Newspapers</p> <p>Media</p> <p>Articles</p> <p>News Clips</p> <p>Radio</p>
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Overall aims of this teaching sequence:

- To explore and understand the importance of news
- To understand the difference between fiction and real life (Non-Fiction)
- To understand the difference between fact and opinion
- To explore different forms of news and media
- To understand bias and the importance of being objective / neutral
- To learn how to use the past tense to report and recount events
- To write with confidence for real purposes and audiences

Key Teaching Approaches:

- Modelled writing
- Responding to writing
- Publication
- Investigative Enquiry
- Shared Writing
- Drafting and Editing
- Hot-seating / interviewing
- Writing in role

Outcomes:

- Newspaper Articles
- Media campaigns
- Interviews
- Notes
- Presentation
- Leaflet
- Booklet
- Poster
- TED talk script
- Advertising Campaigns
- Instructions
- Writing in role
- Reports
- Recounts
- Radio News

National Curriculum Links:

<p>Reading:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning • discuss and evaluate how language, including figurative language, impacts on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction / real sources / media 	<p>Writing:</p> <ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing by retrieving and recording information • Draft and write by noting ideas, key phrases / information and vocabulary • write for different purposes • reread / evaluate writing to check it makes sense and make revisions • use punctuation correctly • use sentences in different forms to expand noun phrases to describe and specify information concisely • use verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • ask relevant questions to extend knowledge and understanding; • consider and evaluate viewpoints, attending to and building on the contributions of others • participate in discussions and debate about what has been read • use spoken language to develop understanding through imagining and exploring ideas. • Deliver ideas clearly and coherently
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Cross Curricular Links:

- Humanities:**
All Subjects will have Cross Curricular Links depending on the context / story of the news being reported
- Computing:**
Fake News
Using different platforms to create news media

PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

- KPI: Identifies themes and conventions in a wide range of media.**
- KS10:** Identifies the use of different conventions in different types of writing e.g. use of greeting in letters, layout of recipe etc.
- KS11:** Identifies parts of book presentation:
- Paragraphs - chapters - headings -subheadings

Summer 2		
AQA Step Up to English Gold / Silver Step Component 1 Hobbies Gold / Silver Step Component 1 Leisure Gold / Silver Step Component 1 Music Gold / Silver Step Component 1 Style Gold / Silver Step Component 1 The Next Step	AQA Step Up to English Gold / Silver Step Component 2 Crime Gold / Silver Step Component 2 Exploring Gold / Silver Step Component 2 Gothic Horror Gold / Silver Step Component 2 Heroism Gold / Silver Step Component 2 Myths and Legends	
Aims and learning outcomes Courses based on this specification should encourage students to: <ul style="list-style-type: none"> • read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets • read and make comparisons between texts, explaining personal preferences where relevant • locate and explain information or ideas from texts • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and develop an appropriate vocabulary in writing and spoken language • listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate. 		
Component 1: Literacy topics The aim of this component is to introduce students to literacy skills by: <ul style="list-style-type: none"> • offering familiar and engaging transactional topics based in the real world • structuring the topics so that they can be built up as a module of work over a number of sessions • giving students at this level a route into study through the accessible nature of spoken language 	Component 2: Creative reading and writing The aim of this component is to engage students in creative texts and inspire them to write creatively themselves by: <ul style="list-style-type: none"> • reading two texts which could be fiction or literary non-fiction • writing their own creative text, inspired by the topic they have responded to in reading 	
Step Up to English Objectives:		
Reading: AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas Identify and interpret explicit information and ideas. AO2 Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.] AO3 Compare and writers’ ideas and perspective. AO4 Evaluate texts and support this with textual references.	Writing: AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation AO7 Demonstrate presentation skills	Speaking and Listening: AO8 Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9 Use spoken English effectively in speeches and presentations.
Overall aims of this teaching sequence:		
Writing task Transactional writing	Reading tasks Three transactional texts	Spoken language task: Presenting Responding to questions and feedback
Subject content:		
Students will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes. This specification will encourage students to read fluently and write effectively. Students will be able to demonstrate a confident control of spoken English and write grammatically correct sentence.		