

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	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	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	Component 2:	
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 	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:	Writing:	Speaking and Listening:
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.	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	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	Reading tasks	Spoken language task:
Transactional writing	Three transactional texts	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.		

WJEC Accreditation		
WJEC Award in Personal Progress:		
Developing Communication skills Developing Reading skills Developing Writing skills	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication, reading and writing skills.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
L01 - Listen and respond to other people. L02 -Speak (other to communicate with other people. L03 - Engage in discussion with other people.	AC1.1 - Show understanding in response to what they hear. AC2.1 - Use signs, phrases, objects, symbols to communicate. AC3.1 - Share ideas or preferences with others.	
L01 - Show some interest in reading L02 -Show some response to reading L03 - Recognise objects and symbols	AC1.1 - Demonstrate an interest in texts AC2.1 - Demonstrate understanding of what is being read. AC3.1 - Match objects to symbols, letters or words	
L01 - Be aware that marks, symbols, words have meaning L02 - Be able to use marks, symbols, words to communicate	AC1.1 - Recognise meaning can be conveyed by marks, AC2.1 - Communicate using marks, symbols, signs or words.	
Possible ways of demonstration that the criteria have been met through the PoR schemes:		
<ul style="list-style-type: none"> • Single word, sign or symbol responses to key words in context • Responding to simple prompts, questions, requests and instruction • Demonstrably paying attention • Answering simple questions about a range of personal information • Listening to / following narratives • Repeating single words, signs and symbols and using these with familiar people • Making simple requests and joining in with music or rhyme • Using short phrases and asking simple questions • Referring to past, present and future events and using conjunctions • Using vocabulary to convey meaning • Using single words, or symbols • Presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols • Taking part in one-to-one and group discussions • Taking part in conversations/drama 	<ul style="list-style-type: none"> • Listening to a text being read and responding (e.g. by laughing at something they find funny). • Communicating about people, characters, events or images from texts with which they are familiar • Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning • Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page • Communicating about aspects of texts they have heard read • Understanding that different texts have different purposes (eg information in a timetable; story/entertainment in a novel) • Matching similar and identical objects, symbols, signs and words • Re-reading some of their own commonly-used symbols and marks • Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their personal vocabulary 	<ul style="list-style-type: none"> • Showing an awareness that marks and symbols can have meaning • Being able to choose, with support, symbols and/or signs for use in writing • Understanding in contexts related to personal information, that particular symbols, signs or words have meanings • With support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes • Making marks or symbols in their preferred mode of communication • Selecting appropriate symbols, objects or signs to convey meaning • Tracing, overwriting and copying under/over a model • Understanding the difference between letters, words, signs and symbols • Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name • With some inconsistencies writing from left to right and from top to bottom • Forming some letters correctly and group them, leaving spaces in between them
The Entry 1 Achievement Continuum - the 10 stages – summary description		
<p>Encounter -Characterised by presence and reflex responses</p> <p>Early awareness - Characterised by fleeting attention and inconsistent responses</p> <p>Interest - Characterised by more consistent and differentiated reactions</p> <p>Supported participation - Characterised by co-operation and engagement</p> <p>Active involvement - Characterised by recognition, anticipation and proactive responses</p> <p>Development - Characterised by remembered responses and intentional communication</p> <p>Exploration - Characterised by concentration, recall and observation</p> <p>Initiation - Characterised by established responses and conventional communication</p> <p>Consolidation - Characterised by the formation of skills, knowledge, concepts and understandings</p> <p>Application- Characterised by the application of skills, knowledge, concepts and understandings</p>		