**KEY STAGE 2 ENGLISH TRANSITION**

**MEDIUM TERM PLAN: GIFTED AND TALENTED ENGLISH SESSIONS**

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| **Duration: 11 weeks (x1 lesson per week)** |
| This unit aims to develop pupils’ English skills, focussing on KS2 key skills and what will be expected of them from KS3 and KS4. We will complete a wide range of writing tasks, focussing on different purposes and their key features. We will spend some time looking at SPaG independently, but this will be embedded in each week’s activities through starters and main tasks. During weeks 1-3 I have focussed on GCSE style writing activities in order to develop an understanding of the current attainment of the class, and also in order to build relationships with the pupils and for them to get to know each other.For weeks 4 and 5 I have focussed on the more advance aspects of grammar, planning for a collaborative approach to learning. During week 6 I have planned to go through SAT style SPaG papers, preparing students for the tests in May and putting their learning from weeks 4 and 5 to the test!Weeks 7-11 focus heavily on reading skills, building up to learning how to analyse texts using a PEE structure.  |

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| **GCSE English Language Assessment Objectives** |
| **Reading** | **AO1:** identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts | **Writing** | **AO5 (i):** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  | **Spoken Language** | **AO7:** Demonstrate presentation skills in a formal setting |
| **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views |
| **AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations |
| **AO3:** Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts |
| **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | **AO9:** Use spoken Standard English effectively in speeches and presentations |
| **AO4:** Evaluate texts critically and support this with appropriate textual references |

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| **Assessment objectives/KS3 Programme of study** | **Key outcomes** | **Resources** |
| **Week 1:** **AO5 (i):** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. **AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts**AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**AO1:** identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts | * To understanding the key features of personal writing.
* To use 1st and 3rd person consistently.
* To write in the past tense appropriately, using chornology to enhance the structure of writing.

Teaching strategies:* Vocabulary starter: Word wheel challenge.
* Discuss the features of personal writing, in this case autobiographies and biographies, commenting on these features may shape and structure a text.
* Feature spot activity. Look at a good example of personal writing and identify what makes this so effective.
* Paired writing task… Write own piece of personal writing.
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* Example of an effective piece of writing
* Extracts from autobiographies
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| **Week 2****AO5 (i):** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. **AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts**AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**AO7:** Demonstrate presentation skills in a formal setting**AO4:** Evaluate texts critically and support this with appropriate textual references | * To demonstrate our ability to write for a range of purposes.
* To use SPaG accurately in our own writing.

Teaching strategies:* Vocabulary starter: Boggle style game
* What makes an effective piece of writing? How are word choices important? Discuss how to use vocabulary and punctuation to produce an effective piece of persuasive writing.
* Peer assess another group’s work. How effective is the vocabulary and the punctuation?
 | * POP slides
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| **Week 3****AO5 (i):** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. **AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts**AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**AO1:** identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts | * To write for a specific purpose: travel writing.
* To use extended noun phrases and varied sentence structures successfully.
* To use features of descriptive writing productively.

Teaching strategies:* Vocabulary starter: Synonyms for “happy”.
* Discuss travel writing. What is it’s function? What will make a piece of travel writing effective?
* Look at the extended noun phrases and varied sentence structures.
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| **Week 4 and 5****AO7:** Demonstrate presentation skills in a formal setting**AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | * To identify punctuation and discuss the function of each piece.
* To demonstrate an understanding of key aspects of grammar: *prepositions, objects and determiners; subordinate clauses and conjunctions; active vs passive voice; expanded noun phrases; present progressive tense and past progressive tense; dynamic vs stative verbs*.
* To collaborate with others and share learning.

Teaching strategies:* Punctuation starter: Who am I?
* Punctuation de-coding task.
* Learn and share: group task. Pupils to work together to learn/revise key aspects of grammar and then to share their learning with peers. Split the class into six groups, giving each group a topic to research. Pupils must be able to discuss their subject area and must plan an activity that will teach others about their area of grammar.
* Share learning with peers and evaluate effectiveness of the activities/resources.
 | * POP slides
* Letter- punctuation task
* iPads
* Planning resources
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| **Week 6****AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | * To identify the purpose of a subordinate clause.
* To demonstrate the accurate use of conjunctions and subordinate clauses.

Teaching strategies:* Punctuation starter: Semi-colons
* What is a clause? What is a subordinate clause?
* Show questions from past papers that are about subordinate clauses. Can the students answer these? Paired task.
* Identify the subordinate and main clauses in a sentence.
* Write a paragraph using a range of clauses, including subordinate clauses.
 | * POP slides
* Clause cards
* Past questions
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| **Week 7****AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | * To identify the purpose of the active and passive voice.
* To demonstrate the accurate use of active and passive voice.

Teaching strategies:* Punctuation starter: Parenthesis
* What does active mean? What does passive mean? How can we link these definitions to the active and passive voice?
* Show questions from past papers that are about active and passive voice. Can the students answer these? Paired task.
* Identify whether a sentence uses active or passive voive. Sorting group activity.
* Write a range of sentences demonstrating the active voice and the passive voice.
 | * POP slides
* Past questions
* Sorting task
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| **Week 8****AO5 (ii):** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | * To identify the purpose of the past progressive tense and the present progressive tense.
* To demonstrate the accurate use of both tenses.

Teaching strategies:* Punctuation starter: Using speech marks
* Show questions from past papers that are about active and passive voice. Can the students answer these? Paired task.
* Photo sort activity: what is the verb being shown? How can that be use in the past progressive and the present progressive tenses?
* Using the past progressive and present progressive tenses: supply students with verbal phrases to amend using the progressive tenses.
 | * POP slides
* Photo activity
* Phrases
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| **Week 9** | * To use comprehension skills accurately.

Teaching strategies:* Read Christmas Traditions and Customs.
* Identify language techniques within this.
* Paired task: answer comprehension questions about the text.
* Peer assess.
 | * POP slide
* Christmas Traditions and Customs.
* Mark scheme.
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| **Week 10** | * To analyse a text using PEE paragraphs.

Teaching strategies:* PEE Cop: refresher activity
* Read the poem Christmas Day on the Somme.
* Initital response to this poem.
* Whole class P.E.E activity.
* Paired analysis of the poem.
 | * POP slides
* A copy of Christmas Day on the Somme.
* Highlighters
* PEE grids.
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