

	<p>Reading: Students will read for information and for understanding. Students will read research materials to find definitions</p> <p>Writing: Students will write definitions of new vocabulary. Students will write single word and short phrase answers to listening questions. Students will keep a diary of their composing activities</p> <p>Oracy: Students will answer questions verbally, discuss answers with other students, work collaboratively and discuss progress and planning</p>																																			
Becoming future ready	<p>Careers/Employability:</p> <p>Teamwork – by working independently in small groups students will develop skills in discussion, collaboration, compromise and listening.</p> <p>Oracy – students will develop a strong vocabulary and be able to express themselves</p>																																			
Adaptation	Throughout this topic, quality first teaching will provide differentiation:																																			
QFT/SEND Provision	<p>By product:</p> <p>By resource: additional information in booklets for extension task</p> <p>By Intervention: Lunchtime intervention for understanding, after school intervention for composition, support from A Thompson and instrumental staff with performance.</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>																																			
Implementation Curriculum Delivery	To be able to:																																			
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> • Complete dictation questions • Practice exam style questions • Address gaps in learning from the mock • Write a composing log 																																			
Current learning to be developed in the future within:	<p>Composing skills to be used in NEA 2 – Free Composition</p> <p>Performance pieces will continue to be prepared</p> <p>Exam skills will be a focus for the spring term as well.</p>																																			
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <table border="1"> <thead> <tr> <th colspan="5">AUT 1</th> </tr> <tr> <th>Summative/Formative</th> <th>Key Marking Piece</th> <th>Feedback type given</th> <th>H/WK or Classwork</th> <th>Date deadline</th> </tr> </thead> <tbody> <tr> <td>Formative</td> <td>Focus on Sound 4.4</td> <td>Written <u>hwk</u> feedback sheet</td> <td>HWK</td> <td>14.10.22</td> </tr> <tr> <td>Summative</td> <td>Ensemble Performance</td> <td>Written Performance feedback sheet (GCSE criteria)</td> <td>CWK</td> <td>End of 10Aut1</td> </tr> <tr> <th colspan="5">AUT 2</th> </tr> <tr> <th>Summative/Formative</th> <th>Key Marking Piece</th> <th>Feedback type given</th> <th>H/WK or Classwork</th> <th>Date deadline</th> </tr> <tr> <td>Summative</td> <td>Mock Exam</td> <td>Whole class feedback and targeted now task</td> <td>CWK</td> <td>25.11.22</td> </tr> </tbody> </table>	AUT 1					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Formative	Focus on Sound 4.4	Written <u>hwk</u> feedback sheet	HWK	14.10.22	Summative	Ensemble Performance	Written Performance feedback sheet (GCSE criteria)	CWK	End of 10Aut1	AUT 2					Summative/Formative	Key Marking Piece	Feedback type given	H/WK or Classwork	Date deadline	Summative	Mock Exam	Whole class feedback and targeted now task	CWK	25.11.22
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