




# YEAR 11 TERM: Autumn

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Holidays – Gold Entry

<p><b>Curriculum Intent</b></p> <p>Skills/National Curriculum Links</p>	<p>Step up to English is designed to support and build on KS3 and KS4 National Curriculum English programmes of study and focuses on the three core areas of Reading, Writing and Spoken Language. As such, pupils will be taught the following this term:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and extract information from non-fiction texts.</li> <li>• Summarise the main ideas within a text.</li> <li>• Make inferences based on evidence in a text.</li> <li>• Scam, skim and decode information in a text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Communicate information in writing for a variety of audience and organise it clearly.</li> <li>• Write using Standard English</li> <li>• Construct sentences accurately.</li> <li>• Choose appropriate vocabulary for audience and purpose.</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>• Outline plans and ideas to others in a brief presentation using language appropriate to purpose and audience.</li> <li>• Contribute to a discussion by listening and responding to the ideas of others.</li> <li>• Contribute to a discussion by taking a role such as chair, note-taker or summariser.</li> </ul> <p>Alongside the Step up to English course, students have access to Lexia every 1 out of 5 lessons in order to develop vocabulary, comprehension and grammar skills which are all needed for life-long learning.</p>
<p><b>Cross Curricular Links</b></p>	<p><b>SMSC:</b> Students are explicitly taught how to participate in formal discussion as well as how to communicate through the medium of letter writing.</p> <p><b>PSHE/British Values:</b> Students are explicitly taught how to work in groups, listen and turn take. Students are taught about the travel industry in both the UK and abroad.</p> <p><b>Literacy:</b> Reciprocal reading strategies are explicitly taught throughout along with the skills of inference and deduction. Students are taught how to write formal letters. Students are explicitly taught sentence construction to aid their written work.</p> <p><b>Vocabulary:</b> <i>holiday, tourism, staycation, brochure, showcase, subjective</i></p>
<p><b>Becoming future ready</b></p>	<p><b>Personal Skills:</b> Students master key communicative skills throughout the scheme of work. In addition, students look at the practicalities of booking a holiday, reading reviews, recognising bias and managing budgets.</p> <p><b>Careers/Employability:</b> Throughout the scheme students are given the opportunity to develop their independence and group work skills alongside students the opportunity to develop their spoken language and presentation skills. The scheme links directly to careers in the travel industry.</p>
<p><b>Adaptation</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p><b>QFT/SEND Provision</b></p>	<p><b>By product:</b> <b>The Step up To English course has been designed with entry level students in mind. The scheme is ambitious and develops key English curriculum skills and knowledge but in an accessible way for all students. The course is non-exam assessed and is modular in approach.</b></p> <p><b>By resource:</b> All lessons contain recall of prior knowledge, low stakes quizzes and non-exam assessed assessments.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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>
<p><b>Implementation Curriculum Delivery</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• To know why people book holidays</li> <li>• To know how different types of holidays appeal to different people.</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• To know what to consider when booking a holiday.</li> <li>• To know the advantages and disadvantages of a staycation.</li> <li>• To know the role of the Tourist Information Board</li> <li>• To know how a tourist brochure using persuasive language and to recognise this.</li> <li>• To know the key features of a tourist brochure and be able to identify these</li> <li>• To know the key features of a customer service review.</li> <li>• To know the purpose and features of holiday review sites such as Trip Advisor and the advantages and disadvantages of these.</li> <li>• To know the difference between a formal and informal letter</li> <li>• To know the key features of a letter of complaint.</li> <li>• To know how to construct a formal letter.</li> </ul> 
<b>Current learning to be developed in the future within:</b>	<p>Spoken language continues to be developed within the pets unit of work where students have to prepare and deliver a group presentation.</p> <p>All reading and writing skills are continuously developed within the pets and survival units of work.</p>
<b>Assessment</b>	<p>Every lesson has a plenary low stakes quiz.</p> <p>Summative assessment for reading and writing takes place week 20 onwards.</p> <p>Summative assessment for spoken language takes place week 23.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>