

Year Group: 8/9	English Term 1	Teacher: O. Hoare	
Cross Curricular links/lessons:		Prior Knowledge	
IT. Geography, history, art, PHSCE, RE		Writes in full sentences (Use full stops and capital letters in right place) Understand verbs/nouns/adjectives write in the past tense and present tense. Figurative language, How to write in the First person How to use clicker 8/Microsoft Office programs	
Pupil Asset: reading <i>Year 2:</i> Continues to apply phonic knowledge and skills as the route to decode words <i>Year 3:</i> Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <i>Year 4:</i> Reads further exception words, noting the unusual correspondences. <i>Year 5:</i> Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words, they meet.		Pupil Asset writing: <i>Year 2:</i> Writes narratives about personal experiences and those of others (real and fictional). <i>Year 3:</i> In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). ² Proof-reads for spelling and punctuation errors. <i>Year 4:</i> In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). <i>Year 5:</i> In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.). ² Proof-reads for spelling and punctuation errors.	
AQA Assessment Objectives A01 <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas in texts • Select and synthesise evidence from different texts (combining). Putting together the ideas and findings of multiple sources in order to make an overall point. For example: looking for similarities and differences between your sources. A02 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. A03 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. A04 Evaluate texts critically and support this with appropriate textual references. A05 <ul style="list-style-type: none"> • 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. A07 Demonstrate presentation skills in a formal setting A08 Listen and respond appropriately to spoken language including questions and feedback to presentations. A09 Use spoken Standard English effectively in speeches and presentations.			

Transitional Hub_ Medium Term Plan -Term 1 Murder on the Orient Express

Part	Topic/lesson	AOs	Key terms	The Big question	Texts
Part 1	Reading	A01, A02	Different types of holiday: Winter, activities, leisure, city break, beach holidays	Where do people go on holiday? Discuss with peers your experience of a staycation at home and/or travels aboard	24 hours on the Orient Express
Part 2	Reading / comprehension	A01, A02	Inference Gathering evidence	How can you describe Poirot so far in the book?	Match the word to the meaning Orient Express: video Comprehension sheet part 1
Part 3	Writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 4	Reading / comprehension	A01, A02	Foreshadowing	How does Ratchet reveal his worries to the audience?	Match the word to the meaning Comprehension sheet part 2
Part 5	writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 6	Reading / comprehension	A01, A02	Figurative language: similes	What kind of character is Ratchett?	Live text powerpoint (characters' profiles) Match the word to the meaning Comprehension sheet part 3
Part 7	writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 8	Reading / comprehension	A01, A02	Art Deco	What other characters can you name in the story? Who is the protagonist and who do you suspect to be the antagonist in the story?	Match the word to the meaning Comprehension sheet part 4
Part 9	writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 10	Reading / comprehension	A01, A02	Chronological text	Complete addition writing on personal views: can I work out who will be the next victim?	Match the word to the meaning Comprehension sheet part 5
Part 11	writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 12	Reading / comprehension	A01, A02, A04	Flashback	What was the reason for Poirot having another word with Monsieur McQueen? Being a detective: can you complete the Detective Clues task by seek out work your class peer is?	Match the word to the meaning Comprehension sheet part 6
Part 13	writing	AO5, AO6			Key words, sentence starts, writing frames, Clicker 8 sentence sets
Part 14	Transactional writing	AO5, AO6	Newspaper features	What are newspaper features?	Orient express Newspaper article. Titan story
Part 15	Creative writing	AO5, AO6	AO5 Content and Organisation Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	What makes a story interesting?	GCSE question 5 Creative writing prompt Writer's toolkit: how hot is my writing?

			<p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>		
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