

Year Group: 10/11	Term 4	Teacher: O. Hoare	
Subject: English	Cross Curricular links/lessons:	Step-up to GCSE: reading	Step-up to GCSE: writing
<p>Prior Knowledge: 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. How to write in the First person How to use clicker 8/Microsoft Office programs Analytical reading and interpretation of a literary text. Critical thinking and discussion skills. Use of textual evidence to support ideas. Development of written and verbal communication skills. <u>Comprehension</u></p> <ol style="list-style-type: none"> 1. Find information 2. Show understanding 3. Make inferences 4. Communicate clearly 	<p>IT. Geography, History, Politics,</p>	<p>AO1 Read and understand a range of texts: identify and interpret explicit and implicit 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.</p>	<p>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</p>
	<p>Resources</p> <p>Laptops Novel (abridged) Movie Powerpoints Quizzes Videos Role play scripts</p>		

Lesson	Topic	The Big Question	Resources
Part 1	Comprehension	What is MI6?	Match the word to the definition activity MI6 powerpoint
Part 2	Comprehension	Who is John Le Carre and why is he famous?	Powerpoint Comprehension text and questions
Part 3	SPAG and comprehension	QU words can be at the start or middle, but never at the end of an English word.	Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs, 'qu', some high frequency words that do not conform to spelling patterns. The world's most dangerous arms dealer: Bing Videos Arms dealing powerpoint Terror Organization's and the Illegal Arms Trade.
Part 4	Comprehension	What do we know about 20 th and 21 st Century Egypt?	Spy decoding activity History of modern Egypt: https://www.youtube.com/watch?v=Uj-Pwlnk-MQ Book chapter 1 Comprehension sheets Comprehension online version
Part 5	SPAG	Why do so many English words use the 'sh' sound, and what can this tell us about spelling patterns in the language?	Spelling bingo: Letters & Sounds Bingo plus Bingo Cards Spelling list Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs, 'sh', some high frequency words that do not conform to spelling patterns TNM movie part 1

Vocational_Hub_Medium Term Plan -Term
The Night Manager

			Recording sheet
Part 6	Comprehension	What makes a good secret agent?	Spy decoding activity Book chapter 2 Comprehension sheets Comprehension online version
Part 7	Writing	What makes writing interesting to a reader?	TNM movie part 2 Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards
Part 8	Comprehension	Can a person really start a new life, or do their old problems follow them?	Match the word to the definition activity Book chapters 3&4 Comprehension sheets Comprehension online version
Part 9	SPAG	What are inverted commas and how do we use them?	Inverted commas worksheets Year 2,3,4 and5 Recording sheet TNM movie part 3
Part 10	Comprehension	How can keeping secrets change the way someone feels or behaves?	Match the word to the definition activity Book chapters 5&6: Comprehension sheets Comprehension online version
Part 11	writing	What makes writing interesting to a reader?	Recording sheet TNM movie part 4 Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards
Part 12	Comprehension	How can lies make a situation more dangerous?	Match the word to the definition activity Book chapters 7&8 Comprehension sheets Comprehension online version
Part 13	writing	What makes writing interesting to a reader?	Recording sheet TNM movie part 5 Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards
Part 14	comprehension	What should someone do when the people in charge are not doing the right thing?	Match the word to the definition activity Book chapters 9&10 Comprehension sheets Comprehension online version
Part 15	comprehension	Why is it difficult to stay loyal when things become confusing or unsafe?	Match the word to the definition activity Book chapters 11&12 Comprehension sheets Comprehension online version

Vocational_Hub_Medium Term Plan -Term
The Night Manager

Part 16	writing	What makes writing interesting to a reader?	Recording sheet TNM movie part 6 Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards
	Writing	What makes writing interesting to a reader?	Planning sheet. Writer's toolkit: fronted adverbials, VCOP sheet etc. Story maps laptops
Part 17	Reading/writing AO3	How do we compare texts?	Book: The Night Manager Text: Casino Royale Comparing texts powerpoint Ven diagram Question sheet

GCSE-ready	AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas	<ul style="list-style-type: none"> • Read and understand a range of texts showing consideration to an audience. • Use a wide range of strategies to tackle more difficult words in a variety of texts eg knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence. • Demonstrate a firm understanding of significant points in a wide variety of texts eg ideas, themes, events, settings and character with detailed explanation. • Locate and use ideas and information eg refer to the text to support their views. • Be able to make inferences and deductions based on significant ideas, themes, events, and characters. • Refer to the text when explaining or summarising to support their views.
Entry 3		<ul style="list-style-type: none"> • Read fluently, accurately and with expression. • Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes. • Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • Locate key points in texts eg note some differences between two newspaper reports on the same story. • Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings. <p>Interpret at a literal level</p>
AO1		
Entry 2		<ul style="list-style-type: none"> • Read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, some medium frequency and CVCC, CCVC words. • Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues. • Recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important sentence. • Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.
AO1		
Entry 1	<ul style="list-style-type: none"> • Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words. • Use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word. • Recall main points from simple texts eg put a simple story in sequence. • Locate some points and information in simple texts eg find the name of a shop on a business card. • Make simple inferences and deductions eg make a simple prediction to a question in a picture story. 	
AO1		

Vocational_Hub_Medium Term Plan -Term
The Night Manager

		<ul style="list-style-type: none"> • Read and understand a range of texts showing consideration to an audience. • Use a wide range of strategies to tackle more difficult words in a variety of texts eg knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence. • Demonstrate a firm understanding of significant points in a wide variety of texts eg ideas, themes, events, settings and character with detailed explanation. • Locate and use ideas and information eg refer to the text to support their views. • Be able to make inferences and deductions based on significant ideas, themes, events, and characters. • Refer to the text when explaining or summarising to support their views.
GCSE ready	AO2 Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.	<ul style="list-style-type: none"> • Begin to show awareness of the writer's craft eg identify words or phrases that create atmosphere or build character, identify alliteration, simple similes and simple colloquialisms. • Begin to show awareness of structure.
Entry Level 3		Identify some features of the language used by the writer, often without comment eg identify adjectives, verbs and dialogue.
Entry Level 2		Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed.
Entry Level 1		Establish the meaning of a simple word in a wider context eg in a picture story understand that the phrase 'sob sob' next to a picture of a girl crying, refers to her being upset or sad.
GCSE ready	AO3 Compare and writers' ideas and perspective.	Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views eg 'we know the character was ... because.... This is the same in... because...
Entry Level 3		Identify similarities and differences between character, an event, theme or presentation in two texts eg 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot'.
Entry Level 2		From two simple texts identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why.
Entry Level 1		From two simple texts identify a similarity or difference between an event eg in response to adult questioning recall 'the boys are sad'.
GCSE ready	AO4 Evaluate texts and support this with textual references.	Express personal opinions and ideas showing awareness of the writers' viewpoint eg 'I liked it when...I think the writer did this because...'
Entry Level 3		Express personal preferences with a limited awareness of the writer's viewpoint or impact eg 'I didn't like it when ... because I felt scared. I do not like horror'.

Vocational_Hub_Medium Term Plan -Term
The Night Manager

Entry Level 2		Make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when...'
Entry Level 1		Make simple comments/observations about personal preferences eg 'I liked the book it was funny'.
GCSE ready	A05 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.	Form letters accurately and consistently eg ascenders and descenders are clear and consistent.
Writing		
Entry Level 3		<ul style="list-style-type: none"> • Write legibly eg may choose to join letters, beginning to develop own handwriting style. • Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/informal language, but not consistently. • Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.
Writing		
Entry Level 2		<ul style="list-style-type: none"> • Form letters accurately and consistently eg ascenders and descenders are clear and consistent. • Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader. • Write mainly in simple sequenced sentences eg will make links between ideas or events.
Writing		
Entry Level 1		<ul style="list-style-type: none"> • Form most letters correctly with possible confusion over upper and lower case eg all letters upper and lower case are correctly oriented. • Inconsistently match writing to structure and understand that words have permanence eg work must be scaffolded within a writing frame and heavily modelled. • Sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text.
writing		
GCSE ready	A06 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<ul style="list-style-type: none"> • Spell words generally accurately, including polysyllabic words that conform to regular patterns eg common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words etc. • Use full stops, capital letters, commas, speech marks and question marks accurately. Punctuation within sentences is beginning to develop eg apostrophes or brackets may be used but not always accurately. • Make adventurous and effective choice of vocabulary eg to indicate a change of pace and tone 'suddenly', string of adjectives 'dark, grimy room'.
writing		

Vocational_Hub_Medium Term Plan -Term
The Night Manager

Entry Level 3		<ul style="list-style-type: none"> • Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns. • Use capital letters, full stops and question marks usually accurately.
writing		Choose words for variety and interest eg adjectives, adverbs, powerful verbs.
Entry Level 2		<ul style="list-style-type: none"> • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible. • Demarcate most sentences with full stops and capital letters.
writing		Use appropriate words to create interest eg use adjectives to give more detail
Entry Level 1		<ul style="list-style-type: none"> • Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible.
writing		<ul style="list-style-type: none"> • Show some awareness of full stops and capital letters. • use some simple descriptive language eg to indicate colour, size, emotion.