

Lesson No	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1 Please note: Power points will be saved on Doodle.	Introduction to scheme of work What are the 3 strands? How is FS assessed?	Intro to Reading, Writing and Speaking and Listening Students are required to complete one written exam for reading and one for writing. In addition, students will be required to complete three speaking and listening Controlled Assessments to be completing in centres. Standards <ul style="list-style-type: none"> • Present information & ideas concisely • Use range of syntax & paragraphs to organise writing effectively. • Punctuate written text accurately. • Identify purpose of texts & comment on how meaning is conveyed. 			SM

		<ul style="list-style-type: none"> • Analyse texts in relation to audience & purpose • Present information & ideas clearly to other • Adapt contributions to suit audience & purpose. 			
2	<p>What are the implications of audience and purpose and genre?</p>	<ul style="list-style-type: none"> • Students look at the three mini-texts and complete the ‘Mini-Texts Chart’ trying to identify audience, purpose and genre. • They then highlight the three texts looking to find linguistic/presentational reasons to support their ideas. • In pairs, students choose one of the three texts and prepare a 90 second 		<p>Make a list of audience types and purposes. Find 3 different examples of text types</p>	CC

		<p>‘Everything you need to know about [NAME OF TEXT] which they use to feedback their ideas.</p> <ul style="list-style-type: none"> • Students feedback 			
3	<p>➔ What are the different purposes of a text.</p>	<p>Students explore various purposes. They identify purpose in a variety of texts. They write with different purposes based on models The students need to work in pairs to identify specific features of language/layout that indicate the purpose of a text</p>		Pre-read sample texts	CC
4	<p>➔ What are the audiences of different texts</p>	<p>Students read the sample text.</p> <ul style="list-style-type: none"> • They work in pairs to identify: <ul style="list-style-type: none"> -Who the text is for -What it is intended to do (purpose) -How the information and language is designed to suit the audience. • After they have read each of the mini-texts provided, students then 	Blue Book		MP

		<p>need to complete the ‘Audience Profile’ for each mini-text.</p> <ul style="list-style-type: none"> • In pairs, students pick one of the mini-texts and prepare a 90 second oral summary of the text which they then feedback to the group. 			
5	How meaning is conveyed in written texts.	<ul style="list-style-type: none"> • Students need the two versions of a text. • They need to read both versions carefully and come to a decision about which they think is the more interesting. • They then need to think about the differences and complete a ‘Comparing the Texts’ chart to identify why the versions are different. • Students feedback their ideas to the class. 		Write a paragraph on the differences in the texts	CC

6	How do you identify the key points of a text	<ul style="list-style-type: none">• A text has been cut up into sentences and students need to re-arrange it in the following sequence:<ul style="list-style-type: none">-Firstly into sentences-Secondly into paragraphs• Once students have put the text together in a form that they think is accurate, they then need to come up with specific reasons why they think this is the correct order; their reasons must only be about how the language, sentences and paragraphing suggest the correct order.• Students identify topic sentences.• The room is divided into three focusing on the beginning, middle and end of a text.		Students write up their own paragraphs clearly identifying their topic sentence	CC
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		<ul style="list-style-type: none"> • Each student then writes the three key points of the text in that section on their whiteboard. 			
7	<p>How do you identify fact and opinion.</p> <p>➔ What are the effects of fact and opinion in a text.</p>	<p>Give students a text.</p> <ul style="list-style-type: none"> • Students then complete the ‘Fact and Opinion’ task sheet to identify: <ul style="list-style-type: none"> -Which are facts and which are opinions? -How do we know? -How are the two different linguistically? 	Blue Book	<ul style="list-style-type: none"> • Students are each given a card upon which a topic is printed. They need to then come up with: <ul style="list-style-type: none"> -Three examples of a fact that would appear in a text on the topic. 	MP
8	<p>➔ What is the format of the Functional</p>	<ul style="list-style-type: none"> • Students look at the Functional Skills Level 2 Reading Paper (RS1) together so that they can 			CC

	<p>Skills reading paper.</p> <p>→ How are the skills are being assessed by which questions on the paper.</p>	<p>have time to familiarise themselves with the style and content.</p> <ul style="list-style-type: none"> • Having had time to have a very general look at the text, they then need to go through and look at each question in turn. • Students should then complete the ‘Which question? Which skill?’ table to identify which questions are assessing which of the relevant skills for the paper. <p>Over the remainder of the lesson, students complete parts of the paper under timed conditions.</p> <p>Once each section is complete, students peer assess one another’s responses.</p>			
9	<p>What are the purposes of different written texts</p>	<ul style="list-style-type: none"> • Students make a list of all of the different text types that they come into contact with on a day-to-day basis. 			MP

		<ul style="list-style-type: none"> • Students then complete a ‘Text Types’ chart identifying the purpose of each one. • Once they have identified the purpose of the texts, they then need to think about how those texts are written/produced and complete this section of the ‘Text Types’ sheet. • Students share their ideas. 			
10	How do writers make their texts persuasive.	<ul style="list-style-type: none"> • Students brainstorm what ‘persuasion’ means thinking about the following: <ul style="list-style-type: none"> -What does it mean to persuade somebody? -Why might we want to persuade people? -How might we use language to persuade people? 	Blue Book	Find a persuasive text	MP

11	<p>→ How do you apply techniques for writing persuasively</p>	<ul style="list-style-type: none"> • Students need a copy of a persuasive article • They need to read the article in pairs and complete the ‘Understanding the Text’ tasks to identify: <ul style="list-style-type: none"> -The audience/purpose of the text -The key points that the writer is making -The use of facts and opinions -The key features of language and presentational features that the writer has used. • In pairs, they highlight words/phrases from the text that they consider to be particularly persuasive. • In the margins, they need to briefly explain why they think the example is effective. 		<p>Identify the persuasive features in their chosen texts</p>	<p>MP</p>
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		<p>Students then need to complete the ‘Persuasive Techniques Chart’.</p> <p>They need to look at the examples of techniques on the sheet and match them to the techniques</p> <ul style="list-style-type: none"> • Students choose one of the devices that they have found, write it and then explain why it is effective. 			
12	<p>How do you use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p>	<p>Revisit earlier sample texts. Identify language and techniques, supportive evidence, specialist words particular to audience and purpose.</p>		<p>Find a: Letter Email Report leaflet</p>	SM
13	<p>How to organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).</p>	<p>Examples of format are letters, articles, emails, reports, information sheets and leaflets. Learners should identify text features by annotating example.</p>			SM

14	How to use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses).	It is essential to be consistent in tenses unless there is a valid reason to switch between tenses. Modality devices express probability or desirability			SM
15	How to punctuate	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).		Research Capt Tom	SM
T	How do you write an article?	<p>General features of news articles</p> <ul style="list-style-type: none"> • title / headline • by-line • information (facts / quotes /statistics or percentages / personal views) • formal writing style <p>In your article explain:</p> <ul style="list-style-type: none"> • how you first heard about Tom. • who Tom is (give some details about his life). <ul style="list-style-type: none"> • why he has been noticed by social media and given so much support. <ul style="list-style-type: none"> • about three things he has achieved (use bullet points) • why the week leading up to April 30th 2020 was a special week for Tom. • what you would say to Tom if you met him. 	Blue Book You are writing an article about Captain Tom Moore.		SA

17	How do you use formal and informal language appropriate to purpose and audience?	Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary)			SM
18	How do you write a letter and email? Pt 1	<p>My best friends. Learners to ask the learner sitting next to them about their best friends from childhood and later on. Who were they? What were they like? What did they do together? Any funny stories? Learners then to share the highlights with the group.</p> <p>Job interview role play: learners to pair up. One learner plays an interviewer; the other learner plays an interviewee. They go through the process of a job interview, asking questions and answering them.</p>		Find an example of a job ad	SA
19	Pt 2	Writing activity: Learners to write up what they can remember from their discussion with other learners on the			MP

		<p>topic of 'My best friends'. Teacher to go round, read and correct</p> <p>Group activity: Learners are to plan a school reunion. Where would they hold it? What music would they play? Any fun events for the night? How would they decorate the venue? How would they invite old school mates? Learners to produce a poster advertising the event and also an invitation to be sent out to old class mates.</p>			
20	Pt 3	<p>Learners to plan together how to get more people in the community involved in recycling and helping the environment. What can they do to encourage people to recycle? How will they get their attention? What will they tell people and how? What materials should be developed or events put on to encourage people? How can people be helped to recycle?</p>			MP

21	<p>Speaking and listening how can you participate?</p> <p>How to participate in a group discussion</p>	<p>Plan together a new community newsletter / newspaper. What articles should go in there? What pictures? How often should it be published? What should it be called? Produce a rough draft of a first version of the newsletter.</p>		<p>Find an example of a newsletter</p>	MP
22	<p>How do you write a newsletter?</p>	<p>Plan together a new community newsletter / newspaper. What articles should go in there? What pictures? How often should it be published? What should it be called? Produce a rough draft of a first version of the newsletter.</p>	<p>Blue Book Using the draft write up the newsletter.</p>		SM
23	<p>How are ads persuasive?</p>	<p>Discuss together how to persuade people in writing and communication. What words and other techniques could you use? How do advertisers persuade you to buy their products? How do people persuade you to adopt their point of view, e.g. politicians or the government? What is bias and inference? Make a poster together to communicate the main points of your discussion.</p>			MP

24	How do you write an ad?	Plan together how to find the right people to come and work for you in your new company: a telephone call centre, making outward bound calls conducting marketing surveys. Decide what qualities, skills and knowledge the people you hire should have. Where would you advertise? What would you pay them? What would the job advert say? Make a rough draft of a job advert to attract the right people.			SM
25	How do you use: Capital Letters Verbs Nouns Definite & Indefinite Article A/An Adjectives Adverbs	Ppt presentation Look at own writing and identify			CC
26	How do you use: Subject of a sentence Pronouns Auxiliary verbs Full stops Sentence structure	Ppt presentation Use and identify from own writing			CC
27	How do you use: Conjunctions Relative pronouns Commas	<ul style="list-style-type: none"> • Develop knowledge, awareness • Gain practice through exercises 			CC

28	How do you use: Commas in lists Writing in sentences Adding information	<ul style="list-style-type: none"> • Develop knowledge, awareness • Gain practice through exercises 			CC
29	How to use: Direct speech Speech marks Using commas Joining sentences with semi-colons	<ul style="list-style-type: none"> • Develop knowledge, awareness • Gain practice through exercises 			CC
30	How do you use: Colons Apostrophes Exclamation marks Question marks	<ul style="list-style-type: none"> • Develop knowledge, awareness • Gain practice through exercises 			CC
31	Speaking and listening What makes a successful speaker and listener?	<ul style="list-style-type: none"> • Students watch some clips from YouTube (as chosen by the teacher) which show people speaking in different contexts. • Suggestions might be: <ul style="list-style-type: none"> - An exchange from the Jeremy Kyle show. - An interview with the Prime Minister. - A clip from a soap opera. 			CC

		<ul style="list-style-type: none"> As they watch the clips, the students complete the 'Evaluating Speakers & Listeners' grid. 			
32	<p>To be able to explain contemporary issues.</p> <p>To be able to identify different points of view in a text.</p>	<ul style="list-style-type: none"> Students brainstorm a range of contemporary issues that they think might be relevant topics. Students are put into male/female pairs and complete the 'Contemporary Issues Speed Dating' activity in which they move round the classroom looking at different materials on contemporary issues. As they work in pairs, they complete the 'Understanding 			CC SA

		Contemporary Issues' grids to outline the key parts of the issue and then the different perspectives.			
33	To identify a topic for the presenting task.	<ul style="list-style-type: none"> • Students use the ICT facilities to visit a range of news websites (BBC, Sky News etc). They identify the major news stories of the day and key information about them. • Using their findings as a starting point, students complete the 'Exploring Possible Topics' section in which they do a brief search of the internet for information and material on 			CC

		<p>three different topics of their choosing.</p> <ul style="list-style-type: none"> • Students identify the material; evaluate its use; and think about whether it is something that they want to choose for their talk. • Students collect research for their talk and bring it to the next lesson ready to plan and structure their presentation. 			
34	How do you structure an effective presentation Talk.	<ul style="list-style-type: none"> • Students now need to think about the structure of their talk and the type of information that they will include in their talk. • Students, in pairs, brainstorm a series of 		Students draft their speeches.	CC

		<p>section headings that they could use to structure their talk.</p> <ul style="list-style-type: none"> • Feedback & the class agree a structure that will be used by all students to structure their information. • Students then use their own research to complete the ‘Structuring my Presentation’ task sheet. • Students share their ideas and check that they fit the structure that the students agreed. 			
35	How do you get the grade?	<ul style="list-style-type: none"> • Teacher introduces the mark scheme for this task to the students and they highlight and annotate it looking to show that they 			SM

		<p>understand the key descriptors in each band.</p> <ul style="list-style-type: none"> • The teacher shows students the approximate grade breakdowns for the task. • Teacher needs to explicitly make the point that using notes is not acceptable and will severely limit the grade a student can achieve. 			
36	Pt 2	<ul style="list-style-type: none"> • Teacher delivers two versions of the same talk to the class. The class use the mark scheme to mark the teacher's performance. • The class then form into groups of four to discuss what they have seen; agree 			SM

		<p>strengths/weaknesses; and to decide upon a mark.</p> <ul style="list-style-type: none"> • Each group then appoints a spokesman who relays the findings of the group back to the teacher. • The class agree a mark, which the teacher verifies. 			
37	Assessment of presentations				SM
38	Assessment continued				SM
39	What are the requirements of the 'Discussing and Listening' task?	<ul style="list-style-type: none"> • The teacher introduces the discussing and listening task to students and explains that it will be based on the topic 'Are some students destined to fail at school?' • Students brainstorm what they think the implications of this title are. For 		Research topic	SM

		<p>example, meaning of the word ‘destined’ and ‘fail’? What do these words mean and imply?</p> <ul style="list-style-type: none">• Feedback & teacher explains the format the task will take.			
40	What is your opinion?	<ul style="list-style-type: none">• Students use the Internet to research the issue of school achievement & failure.• Students then complete the ‘Constructing My Own Opinion’ task sheet, which asks them to carefully build up their own view on the topic.			SA

41	<p>What are the principles of debate?</p> <p>How can you identify good practice in debate situations?</p>	<ul style="list-style-type: none">• Teacher introduces the concept of ‘debate’ to students. Students work in pairs to brainstorm what the term means and what some of the rules of debate might be. ‘Students can use the: ‘Key Features of an Effective Debate’ worksheet.• Feedback to the class.• Students need the ‘What makes a successful debate’ task sheet.• They watch an extended clip from Question Time – a suggested clip is from the episode where Nick Griffin appears – and they complete the task sheet as they watch the programme.			SA
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		<ul style="list-style-type: none"> • Students work in pairs to discuss their findings and then feedback to the class. • Students review the ‘Key Features of an Effective Debate’ worksheet. 			
42	Continue previous lesson				SA
43	How can you be able to convincingly adopt the role of someone other than yourself.	<ul style="list-style-type: none"> • Students move into groups of 5. • Students draw pieces of paper from an envelope / container which have on them the role that they will adopt for the debate. • Once they have their assigned role, students then complete the ‘What would they think?’ activity in which they brainstorm what 			CC

		<p>position they think their character would take on the issue.</p> <ul style="list-style-type: none">• Students look back at the information that they explored in lesson 41 of the sequence.• They scan and skim the information looking for things that would be relevant to their position in the debate.• Having highlighted the material, they then complete the ‘Debate Notes’ sheet, which asks them to identify the material and the reason why.			
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44	How can you achieve your target grade on this task.	<ul style="list-style-type: none">• Teacher introduces the mark scheme for this task to the students and they highlight and annotate it looking to show that they understand the key descriptors in each band.• The teacher shows students the approximate grade breakdowns for the task.• Teacher needs to explicitly make the point that using notes is not acceptable and will severely limit the grade a student can achieve.• Students watch some examples of ‘Discussing and Listening’• The class then form into groups of four to discuss			SM

		<p>what they have seen; agree strengths / weaknesses; and to decide upon a mark.</p> <ul style="list-style-type: none"> • Each group then appoints a spokesman who relays the findings of the group back to the teacher. 			
45	Students perform their discussions.		Assessment		SM
46	Students perform their discussions.		Assessment		SM
47	<p>Reading How do you identify organisational features and use them to locate relevant information in a range of straightforward and complex sources?</p>	<p>Learners should be familiar with the key organisational features used by writers to present information. These include footnotes, tables and captions. Learners should also be familiar with some of the features used at Level 1, including text boxes, bullet points, speech bubbles, numbering, menus, etc.</p> <p>Learners should practise reading texts that use features such as footnotes.</p>			CC

		<p>They should be encouraged to consider how each feature supports the reader to locate information. Learners could be asked to identify the features as they begin to read a text.</p>			
48	<p>How do you use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources?</p>	<p>Learners should use a dictionary and other reference materials to find the meaning of a word. They could be encouraged to do this with any new vocabulary presented in a text.</p> <p>Learners should use a dictionary definition to suggest an alternative word that has the same meaning. Learners could be given a series of sentences and asked to use a dictionary to both find the meaning of a word and suggest a suitable alternative.</p> <p>Learners should draw on their knowledge from previous lessons and be able to identify the key ideas in a text. They should be encouraged to use the organisational features to locate information and to discuss the language used by the writer to convey meaning.</p>			CC

		Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.			
49	Reading: Mock paper practice	<p>Learners should:</p> <ul style="list-style-type: none"> • identify key words in the question • read and understand the texts • Learners could be introduced to the format of the exam by discussing the questions as a group. Ask them to highlight the key words in each question to aid understanding. 	Mock practice		SM
50	Pt 2 Reading: Mock paper practice		Mock practice		SM
51	Reading: Comparison	<p>Part of this session could be used as a ‘walk and talk’ to run through the mock practice paper as a group. Or learners could be set a task and be allocated some one-to-one time to discuss their mock result. They could be given some time to identify a revision target to improve their result.</p> <p>Learners should be able to make comparisons between the texts by finding at least two similarities, and support their ideas with suitable quotations.</p>			SM

52	How do you understand implicit and inferred meaning?	<p>Learners should be able to infer meaning that is not explicit by using the context of the text. For example, an article on the latest fashions may use the phrase ‘a fashion revolution’. Learners should be able to explain what this phrase is saying about the topic.</p> <p>As learners read texts, they should be able to identify, explain and discuss the key ideas. This could be assessed in a group discussion. For example, asking the learners to read two different articles on a current event, each with opposing views, could encourage debate and reinforce the difference between fact and opinion. Or learners could be asked to answer a series of comprehension-style questions.</p>			CC
53	Reading: Mock paper practice	<p>Learners could be given a second opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>It may be useful to recap any areas of difficulty identified in the first mock paper results. A question and answer session could take place to ensure the learners understand the demands of</p>			SM

		the exam and to give them the opportunity to discuss any features of the exam they are unsure of.			
54	How do you organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)?	Learners could reflect on the variety of texts that they have read previously and be asked to identify the appropriate format and structure for each text type. Text types could include articles, emails, diary entries, reports, letters, information/advice sheets, reviews and forum contributions.		Find an example of a leaflet	CC
55	How do you write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience?	Learners should plan and draft an information sheet or leaflet. For example, learners could be asked to create an information sheet giving advice. They should be able to identify the purpose of their writing and use this to select the correct tone when writing. For example, an advice sheet may use modal verbs such as 'could', 'would', 'should' to make suggestions.	Blue Book		CC
56	How do you use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and	Learners should be able to write clearly to ensure that their meaning is understood. They should be able to use complex sentences to express their ideas. Learners should be able to identify when it is appropriate to write			CC

	indefinite articles) and modality devices (e.g. to express probability or desirability)	in the singular or in the plural. For example, by using 'is' and 'are' correctly in their writing. Learners should also be able to use the definite and indefinite article and the correct tense accurately.			
57	How do you write a letter?	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify the correct layout for a formal letter • plan and draft a formal letter • use complex sentences proofread their work for spelling, punctuation and grammar errors.			CC
58	Pt 2	Learners should write up a formal letter using notes from previous lesson	Blue Book		CC
59	How do you write an effective email?	Learners should be able to write an email using accepted conventions. For example, choosing the correct salutation for the intended audience and the correct close. Learners could be given a selection of emails to read and asked to consider whether the tone and language used in the emails is appropriate for the audience.		Find an example of an email	CC
60	How do you write a review?	Learners should be able to write a review. For example, by giving a detailed account of a film they have seen. Learners could be encouraged to			CC

		<p>reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, using adjectives could help them to convey whether they enjoyed the film, or using questions could help to engage the audience.</p> <p>Learners should be able to plan and draft a review. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.</p>			
61	How do you write an article?	Learners should be able to write an article. For example, for a newsletter,	Blue Book		CC

		<p>newspaper or magazine. They could be asked to give their opinion about a proposed change to their place of study. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, using questions or direct address may help to engage the reader.</p> <p>Learners should be able to plan and draft their article. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question and to use persuasive language techniques if appropriate. They should be able to use the correct format for the article. For example, a headline/heading and by-line.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make</p>			
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		<p>corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.</p>			
62	<p>Writing: Mock paper practice</p>	<p>Learners should be given the opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>Learners could be introduced to the format of the exam by discussing the questions as a group. Ask them to highlight the key words in each question to aid understanding. There could be a question and answer session on format, audience, purpose and tone.</p> <p>Learners should plan and draft their responses independently. They should be encouraged to use all of the time available and should check their work carefully for errors.</p>			SM
63	<p>Writing mock Pt 2</p>				
64	<p>How do you write a report</p>	<p>Learners should be able to write a report. For example, they could be asked to write a report on the advantages and disadvantages of volunteering abroad. Learners could be encouraged to reflect on the work</p>		<p>Decide on a report topic. What headings could you have?</p>	CC

		<p>they covered for Reading and consider what language features might help them to express their ideas. For example, using statistics.</p> <p>Learners should be able to plan and draft their report. They should be encouraged to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. They should be able to use the correct layout for report, for example headings and subheadings.</p>			
65	Pt 2		Blue Book		SM
66	How do you proofread?	<p>Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.</p>			SM
68	How do you write a forum contribution?	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify and use the correct layout for a forum contribution • plan and draft a forum contribution • use complex sentences • proofread their work for errors. <p>Learners should be able to write a forum contribution. For example, a</p>		Make revision cards	CC

		<p>contribution on a topic which interests them and about which they have an opinion, such as whether National Service would reduce anti-social behaviour. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, first person or direct address.</p> <p>Learners should be able to plan and draft their forum contribution. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. They should be able to use the correct layout for a forum, for example using their name at the start.</p>			
69	Writing: Mock paper practice (2)	Learners could be given a second opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).			SM

		It may be useful to recap any areas of difficulty identified in the first mock paper results. A question and answer session could take place to ensure the learners understand the demands of the exam and to give them the opportunity to discuss any features of the exam they are unsure of.			
70	Pt 2	Learners should plan and draft their responses independently. They should be encouraged to use all of the time available and should check their work carefully.			SM
71	What have you learned?	This session could also be used as a revision session, recapping on the key ideas covered during the year, or as an opportunity to discuss progression steps.		Making revision cards	SM
72	What have you learned? Pt 2	Learners could make revision cards flagging strengths and weaknesses.			SM
73	Prac Paper R1				SM
74	Prac Paper R1				SM
75	Analysis				SM
76	How to make progress				SM
77	How to make progress				SM
78	Prac Paper W1				SM
79	Prac Paper W1				SM
80	How to make progress		Blue Book		SM

