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 Doddle.	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 • 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

			• Analyse texts in relation to audience & purpose • Present information & ideas clearly to other • Adapt contributions to suit audience & purpose.			
2		What are the implications of audience and purpose and genre?	• 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		Make a list of audience types and purposes. Find 3 different examples of text types	CC

		'Everything you need to know about [NAME OF TEXT] which they use to feedback their ideas. • Students feedback			
3	➔ **What are the** different purposes of a text.	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		Pre-read sample texts	CC
4	➔ What are the audiences of different texts	Students read the sample text. • They work in pairs to identify: -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

		need to complete the 'Audience Profile' for each mini-text. • 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.	• 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 | • A text has been cut up into sentences and students need to re-arrange it in the following sequence:

-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 |

			• Each student then writes the three key points of the text in that section on their whiteboard.			
7		How do you identify fact and opinion. ➔ What are the effects of fact and opinion in a text.	Give students a text. • Students then complete the 'Fact and Opinion' task sheet to identify: -Which are facts and which are opinions? -How do we know? -How are the two different linguistically?	Blue Book	• Students are each given a card upon which a topic is printed. They need to then come up with: -Three examples of a fact that would appear in a text on the topic.	MP
8		➔ What is the format of the Functional	• Students look at the Functional Skills Level 2 Reading Paper (RS1) together so that they can			CC

	Skills reading paper. → How are the skills are being assessed by which questions on the paper.	have time to familiarise themselves with the style and content. • 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. Over the remainder of the lesson, students complete parts of the paper under timed conditions. Once each section is complete, students peer assess one another's responses.			
9	What are the purposes of different written texts	• Students make a list of all of the different text types that they come into contact with on a day-to-day basis.			MP

			- 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.	- Students brainstorm what 'persuasion' means thinking about the following: -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	➔ How do you apply techniques for writing persuasively	• 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: -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.		Identify the persuasive features in their chosen texts	MP

		Students then need to complete the 'Persuasive Techniques Chart'. They need to look at the examples of techniques on the sheet and match them to the techniques			
		• Students choose one of the devices that they have found, write it and then explain why it is effective.			
12	How do you use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	Revisit earlier sample texts. Identify language and techniques, supportive evidence, specialist words particular to audience and purpose.		Find a: Letter Email Report leaflet	SM
13	How to organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).	Examples of format are letters, articles, emails, reports, information sheets and leaflets. Learners should identify text features by annotating example.			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?	**General features of news articles** • title / headline • by-line • information (facts / quotes /statistics or percentages / personal views) • formal writing style **In your article explain:** • how you first heard about Tom. • who Tom is (give some details about his life). • why he has been noticed by social media and given so much support. • 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	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.

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. | | 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** |

		topic of 'My best friends'. Teacher to go round, read and correct 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.			
20	Pt 3	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?			**MP**

21	Speaking and listening how can you participate? How to participate in a group discussion	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.		Find an example of a newsletter	MP
22	How do you write a newsletter?	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.	Blue Book Using the draft write up the newsletter.		SM
23	How are ads persuasive?	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.			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	• Develop knowledge, awareness • Gain practice through exercises			CC

28	How do you use: Commas in lists Writing in sentences Adding information	• Develop knowledge, awareness • Gain practice through exercises			**CC**
29	How to use: Direct speech Speech marks Using commas Joining sentences with semi-colons	• Develop knowledge, awareness • Gain practice through exercises			**CC**
30	How do you use: Colons Apostrophes Exclamation marks Question marks	• Develop knowledge, awareness • Gain practice through exercises			**CC**