TRAVEL SOW - Y7

Subject: English

Medium term plan Y7 - Unit planning and evaluation sheet:

Y7 Unit 4	Title: Travel (Non Fiction)
Why are you teaching it? **What do they need to know? Misconceptions?**	We are teaching this unit in order to further develop the students' reading comprehension, particularly developing their inference skills and their ability to form their own interpretations of what they have read. We are also teaching this unit in order for them to improve their close language analysis skills as they focus on the writers' use of persuasive devices in non-fiction texts. The unit also provides opportunities for the students to improve their own creative writing, using both non-fiction and fictional texts with a travel focus to help support their development, growth and critical eye as well as support and inspire the curation of such texts. Frequent opportunities for discussion and work in groups will also improve students' oracy skills and their confidence in discussing and putting forward their own opinions about any given text. The students will need to know: ● How to select appropriate quotes to analyse (from both fiction and non-fiction texts) ● How to use linguistic/persuasive (DAFOREST) devices to make their own creating writing engaging for the reader ● How writers use linguistic devices to create a range of effects ● Ho writers use a range of forms and mediums to advertise and entice readers to travel ● How to use a range of reading strategies ● How to discuss and work effectively in groups ● How to be aware of the various forms, presentation, audiences, layout and language (PALL/CHUBBFISH) Misconceptions around more complex vocabulary will be addressed throughout the exploration of both fictional and non-fiction based texts.
Why are you teaching it now? What **prior learning** do students have?	We are teaching this module now to be able to help support students with their writing skills. We have spent the last few modules focusing on literature based tasks and so having a writing focus will support students in feeling more confident with both fictional and non-fiction based writing.
How will students be assessed?	● Weekly key concept tests, reviewing key vocabulary for the unit. ● Peer assessment of . ● End of Unit assessment:**.**

Tier 3 vocabulary	● Advertisement (n) - A text that persuades the reader to buy something. ● Blog (n) - An informal website that is updated regularly. ● Expedition (n) - A journey taken for a particular purpose. ● Superlative (n) - A word for being the most of what is being described. ● Brochure (h) - A magazine containing pictures and information.
Cultural Capital	Students will learn about different cultures through reading, analysing and evaluating a range of examples of Travel Writing that focus on many different countries around the world. They will be able to identify conventions, compare and comment on how they are used differently across the genre to influence readers and to achieve effects. They will develop their own non-fiction writing skills through opportunities to create descriptive writing, travel guides, leaflets and diaries about travelling in different countries.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start?	**Oracy:** - **Students discuss ideas verbally 1-1 as well as in a group.** - **Students will use tier 2 and 3 vocabulary in their verbal answers. Students will give extended verbal answers.** **Literacy:** - Identify and interpret explicit and implicit information and ideas. (A01) - Explain, comment on and analyse how writers use language/structure to achieve effects and influence readers, using relevant subject terminology to support views. (AO2) - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. (AO3) - Evaluate texts critically and support this with appropriate textual references. (AO4) - Develop creative thinking and planning skills (AO5) - Improve technical accuracy (AO6) Students will explore these targets/skills through a range of extended writing tasks and some speech-based tasks (in the lesson). A range of texts will help support these skills from travel writing (fiction and non-fiction). Reading: Use of the three whole school reading strategies where appropriate: 1. Skim, scan and zoom. 2. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria (referring to AQA mark scheme - Lang P1 and Lang P2).

	SEND
	- **Support tasks are regularly provided in yellow boxes (footsteps).** - **Key concept quiz differentiated** - **Writing frames (wherever possible)** - **Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.**