

Year:	Term:	Duration:	4	Set:
Objectives:				
Word:	W5:	secure the spelling of key terms and new words from across the curriculum.		
	W6:	devise their own ways to improve their spelling, building on strategies from Year 7.		
	W8:	understand and use key terms that help to describe and analyse language.		
	W10:	extend the range of prepositions and connectives used to indicate purpose.		
	W12:	recognise how the degree of formality influences word choice.		
	S1:	combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.		
	S2:	explore the impact of a variety of sentence structures.		
	S7:	develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence.		
	S9:	adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes.		
	S10:	identify the key alterations made to a text when it is changed from an informal to a formal text.		
	S12:	explore and use different degrees of formality in written and oral texts.		
Reading:	R4:	review their developing skills as active, critical readers who search for meaning using a range of reading strategies.		
	R6:	recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions.		
	R7:	identify the ways implied and explicit meanings are conveyed in different texts.		
Writing:	W2:	re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind.		
	W4:	develop a fluent, legible handwriting style which can be maintained under time pressure.		
	W5:	develop the use of commentary and description in narrative.		
	W6:	experiment with figurative language in conveying a sense of character and setting.		
	W7:	experiment with different language choices to imply meaning and to establish the tone of a piece.		
	W10:	organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text.		
	W12:	describe an event, process or situation, using language with an appropriate degree of formality.		
	W13:	present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections.		
	W15:	give written advice which offers alternatives and takes account of the possible consequences.		

Speaking and Listening:	<p>SL5: ask questions to clarify understanding and refine ideas. SL7: listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus. SL11: recognise and build on other people's contributions.</p>
<p>Teaching Sequence:</p> <p>Week 1: What is travel writing? Creating a holiday advertising poster. Looking at a travel website and mimicking style and tone for own advert. Satirising style and tone to create ironic piece of travel writing. Focus: Identify and use persuasive techniques.</p> <p>Week 2: Comparing different types of travel writing. Analysing features of descriptive travel writing. Investigating topic sentences. Writing to describe, comment or explain. Focus: Reading for meaning and making comparisons.</p> <p>Week 3: Writing a letter of complaint in appropriate style and register. Writing postcards with different points of view. Focus: Investigating different degrees of formality.</p> <p>Week 4: Exploring simple, compound and complex sentences and the way they affect meaning. Comparing different literary styles of travel writing – pre and post 1914. Drafting and revising own descriptive travel piece. Focus: The writer's craft.</p>	
<p>Assessed Outcomes: Travel poster; brochure; magazine article; leaflet. (Writing) Comprehension. (Reading)</p>	