

S1 Course Plan 2017-2018

Time & Overarching SALs etc.	Progression Framework Key Themes (1-5)		Holistic Assessment Tasks for Moderation	Range of Es and Os to that may be covered in tasks of this nature.	External Events & Whole School Skills 
<p>June Transition</p> <p>August-October Hols Writing</p> <p>Reading</p>	<p>(1) engage with an increasingly broad range of texts, including Scottish and Scots texts.</p> <p style="text-align: center;">*****</p> <p>(2) develop and apply knowledge and understanding of language.</p> <p>(3) find, use and organise information, including developing critical literacy skills.</p> <p>(5) Create texts of increasing complexity using more sophisticated language.</p> <p>(1) engage with an increasingly broad range of texts, including Scottish and Scots texts.</p>	<p>Reading- initial introduction to AR and P7 pupils' current reading habits.</p> <p style="text-align: center;">*****</p> <div style="border: 2px solid purple; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p> Please refer pupils to their Writing Skills Ladder. Writing: Literacy Focus on note making; planning, up-levelling vocabulary/ style and checking for technical accuracy.</p> </div> <p><i>Pupils complete a first and second draft of this piece. Assessed and next steps for English using the Reflective Writing Criteria grid.</i></p> <p>KAL: (Phase 1) please begin this programme of work- using your AR period when possible. Reading: AR- Star Reader Tests and a whole class novel to be read at home/ during E.R.I.C. time only. AR test done on this text- might be their first AR quiz.</p>	<p>N/A *****</p> <p>Reflective Writing piece. (a) My first day at Garnock - in simple form- transactional with thoughts and feelings added in a literal way. <i>Basic:</i> (b) My Autobiography/ fact file- shorter bursts of personal information/ recounts- again mainly transaction, with some straightforward thoughts and feelings. There must be reflection somewhere in this work- going beyond conveying information. <i>Complex-</i> (a) a reflective account of transition from primary to secondary- this could become creative as they change Garnock into Hogwarts etc. (b) A detailed and complex autobiographic array of work that builds in more sophisticated layers of far writing beyond conveying facts- this is achievable for the more able and those committed to impressing.</p>	<p>Writing Tools: LIT 3-30a, LIT 3-21a, 3-LIT 22a, LIT 3-23,a, LIT 3-27a.</p> <p>Reflective: ENG 3-30a- if a personal account.</p>	<p>European Day of Languages- 26th September</p> <p>National Poetry Day: 28th September</p>

Modern Languages S1 SKILLS COURSE PLAN

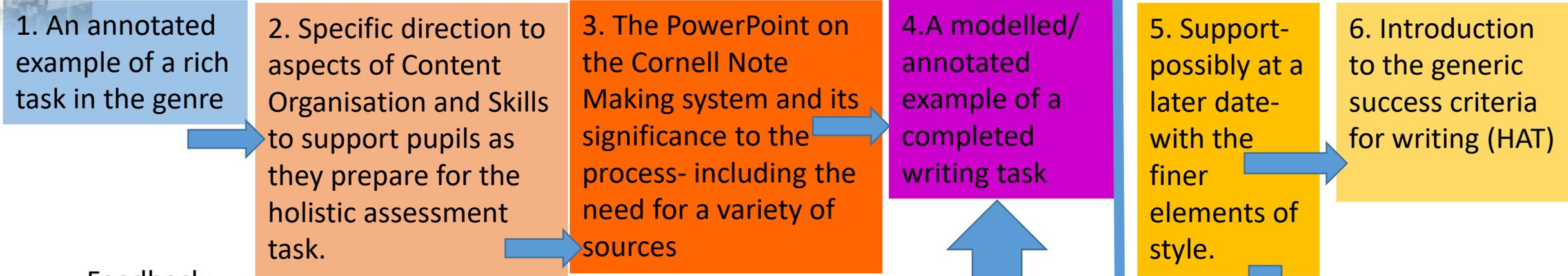
Consider what you are able to make assessment judgements on. Put **in bold** areas which can show progression i.e. **most pupils** can use pictures or ~~powerpoints~~ to present to a group but only some will be able to use podcasts or videos.

Skills focus	Es and Os	Linked benchmark(s)	Context for learning	Learning intentions around selected activity	Success criteria around selected activity
<p>August – October</p> <p>FRENCH TOPIC – ALLEZ UNIT 1 PERSONAL INFO</p> <p>Listening and Talking</p> <ul style="list-style-type: none"> Listening to partner's description. Engaging in dialogue with partner. <p>Writing</p> <ul style="list-style-type: none"> Short descriptions in the target language <p>Reading aloud</p> <ul style="list-style-type: none"> Focus on pronunciation and accuracy 	 <p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p>	<p>Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support.</p>  <p>Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level.</p>	<p>Learners read varying texts about French YouTube stars and worked on consolidating familiar vocabulary as well as integrating unfamiliar words and phrases into their work.</p>  <p>Learning extended through practising vocabulary for some of the more specialised vocabulary for physical descriptions. The class should link the more unusual vocabulary to cognates in English, supporting aspects of literacy.</p>  <p>Regular short talking tasks implemented to focus on accuracy of pronunciation and use of more difficult</p>	<p>I am learning about different French YouTube stars</p> <p>I am learning how to pronounce and use new French vocabulary for descriptions and basic information</p> <p>I am learning about placing adjectives of colour after the noun they describe</p> <p>I am further practising how to use adjectives to describe myself and others</p>	<p>I can write a description in French of a famous French YouTube star, describing himself/herself and their family</p> <p>I can present, using my best French accent, a description of my chosen YouTube star with some support</p> <p>I can listen to and understand others describe themselves.</p>

Skills focus	Es and Os	Linked benchmark(s)	Context for learning	Learning intentions around selected activity	Success criteria around selected activity
<p>August – October</p> <p>SPANISH TOPIC – MIRA UNIT 1 INTRO TO SPANISH</p> <p>Listening and Talking</p> <ul style="list-style-type: none"> Demonstrating understanding of spoken information Improve pronunciation <p>Reading</p> <ul style="list-style-type: none"> Focus on pronunciation and accuracy 	 <p>I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker. MLAN 3-01a</p> <p>I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate. MLAN 3-02a</p>	<p>Demonstrates understanding of spoken information from a variety of sources including, for example, TV and/or film clips in the target language, expressed in mainly familiar words and phrases.</p> <p>Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions.</p>	<p>Learners listen to different sources and develop note-making skills to show understanding of vocabulary.</p>  <p>Pupils take part in role-plays to further enhance their understanding of turn-taking and to specify key vocabulary.</p> 	<p>I am learning how to give basic information about myself and others to someone else</p> <p>I am learning how to pronounce and use new Spanish vocabulary for basic information</p> <p>I am learning about the difference in use of capital letters when writing dates in Spanish</p>	<p>I can listen to and understand others describe themselves.</p> <p>I can respond appropriately to others in Spanish when asked about basic information such as my birthday, where I live and my age.</p>



One School's Vision- skill stages in the writing process



Feedback:
What did you find helpful about the information provided today?

Is there anything covered that you think requires further clarity?

Looking at stages 5 & 6, is there anything in advance of the in-service day that you would like to ensure that we cover?

Monday 25th September- in- service

Staff feedback- presented at PTs' meeting.

Monday 23rd October In-service



You should decide on main keywords when you have read them over **AFTER** the lesson

Key Words

Notes

This is the main section for your notes

Use this section to write any questions you have before/during or after the lesson

?

Sources

Important sources/names/ references go here

Summary

Write a brief summary of the main points **after** the lesson

Examples of Note Making on this clip:

Key
 pointed brush
 beauty blender
 cream products
 Dab / Pat
 Light to highlight
 Dark under hollows

Annotations - Cream contour palette

Pointed Brush + Blender

- Start lightest → 
- Beauty blender dab under eyes + everywhere light
- Lightest brown cheek hollows, temples / side of nose and under lower lip - blend with blender
- Banana - over eyes
- Dark brown - under hollows of cheeks
- Blush - tops of cheeks, pat fingers (cream)
- concealer - Kevit + Klein under eye (strip)



where to buy the products?
 How much do they cost?
 Do all products work the same?

- Dab don't rub
 - point of sponge for small

Summary
 To contour use cream products and a pointed brush / beauty blender. Use light colours on areas you want to highlight and dark colours under cheek bones / side of nose. Pat blender on cheeks and conceal under eyes.

9. Extra bronzer + blush if required

Sources
 YouTube / Instagram / Facebook
 Trina Doherty
 8. Brush powder all over 

Point brush
 Beauty / sponge blender
 Beauty products
 Dabbing packing

set with powder at the end
 Pointed foundation
 Light ^{colour} - under eyes
 bronzer / brush - forehead - chin
 Cheek - ↑ bone
 banana coloured cream - darker colour into contour
 dab eyes  - go all over
 Dark colour - cheek - I bone
 Side of nose 

light colours
 Dark colours

pushing foundation
 point of sponge

Conceal at the end to conceal dark.

Sources

Where to buy products?
 How much are products?

Summary
 Use pointed brush for contour - use light colours for ^{main part of face} eye, forehead and nose. Use point of blender dab do not push. Use dark for bony parts and lips. Conceal at the end and set with powder.

Do all products work the same?

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are answered, when appropriate.

Keywords capture the main ideas and are mostly single words written after the notes are completed.

2 (a) Notes made are relevant – written in short sentences/ bullet points/ single words; as pictures, have dividers and are colourful.



2 (b) Notes made capture the main facts/ events information and make recalling important information possible afterwards.

Page set out properly with five sections: *Notes, Sources, Keywords; Questions and Summary*

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of the text

being read, listened to,

3

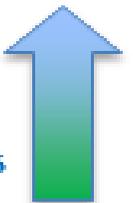
viewed.



2

1

Making the notes



Note Making

Texts created from note making meet the audience and purpose success criteria of the task and are written in learner's own words.

Note making pages successfully help in remembering/ recalling information as well as planning and creating new texts with the appropriate facts, information and detail.

The summary section contains a brief and accurate summary of the main ideas/ information from the text. A summary can be a short paragraph, a diagram or a mixture of both.

? Any questions are written in the questions section- at any time- and are answered, when appropriate.

Increasing the complexity of the text being created/ information

being recalled using your notes.

7

6



Making the notes

5

Increasing the complexity of the text

4

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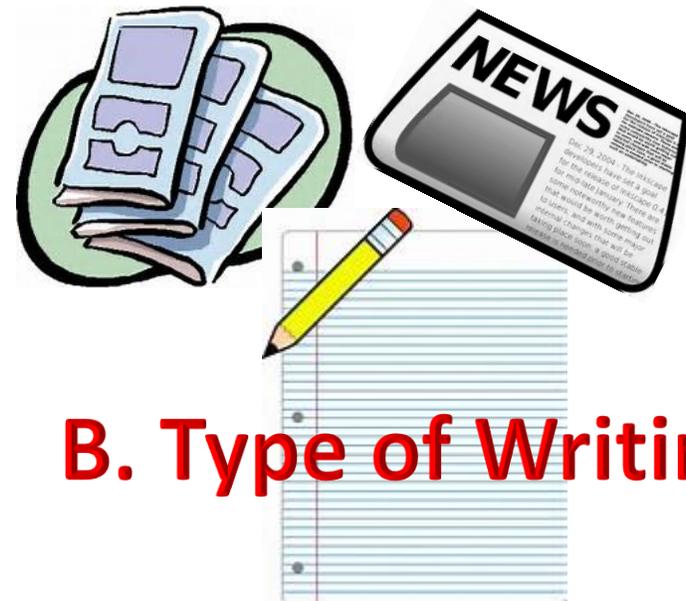
Type and purpose of writing	Examples	Language features
<p>Writing to recount or instruct</p> <p>Newspaper articles Instructions Account Guide</p>	<p>History – newspaper article Maths/science – account of an investigation Technical - instructions on how to create a table Home Economics- account of creating a dish Science – instructions for setting up an experiment PE – instructions for performing a skill Geography – guide to read/interpret a map Art – instructions on how to create a colour</p>	<p>Written in order of events (chronological) Short clear sentences Mostly based on action statements Recount in past tense Instruct in present tense</p>
<p>Writing to explain or inform</p> <p>Report Information leaflet Explanation</p>	<p>PSE – report on drugs and society Geography – report on volcanoes Science – report on climate change Pupil Council – report on changes for pupils History – report on causes of a war Science - explaining a process Maths – explaining a solution to a problem</p>	<p>Written in logical structure Present tense Clear topic sentences leading into further explanation Linking ideas together Third person</p>
<p>Writing to discuss or persuade</p> <p>Posters Adverts Brochures Speeches to persuade</p>	<p>RE – the existence of a deity Computing/business – using one system over another Modern Studies – comparison of political systems Pupil council – debates, speeches, comparison of one school policy over another School Committees - persuading one idea over another, creating speeches PSE – anti-bullying campaigns, rights of the child charter</p>	<p>Clear statement of intent then organised in themes or topics Past or present tense Third person Logical linking words Use of evidence Detached or balanced stance</p>
		<p>Persuasion Present tense</p>

See the staff shared area: **Literacy Across Learning (in the collegiate file)** and/ or <https://education.gov.scot/improvement/Pages/lit15-literacy-across-learning-in-secondary-schools.aspx> scroll down to zip files and PDF file at the bottom of the page (same info in both places).

Stage 1- wording the task

- Getting the wording of the task right.
- 3 important ingredients

A. Subject Content/ skills



B. Type of Writing

C. Audience & Purpose of task



Examples of Holistic Assessment Task- Writing Tasks



(a) The context of the learning in relation to your course planning and work done in class.

- Task 1. Now that you are coming to the end of your photography elective, your task is to research, using classwork and independent research, one type of camera you have learned about and produce a piece of writing informing others about this camera and how to use it.

(b) Type of writing

(c) Audience and Purpose of the task

Audience: *peers*

Purpose: *to convey information to support understanding of how this camera works to someone who may not know and, in doing so, demonstrate pupils' own understanding.*

- Now that you are coming to the end of your **town and local area topic**, your task is to research, using classwork and independent research, **one French town or city you have learned about and produce a pamphlet informing others about this town and what can you do in that area.**

Writing	Organising and using information	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.</p> <p style="text-align: right; color: #800000;">MLAN 2-12a</p>	<ul style="list-style-type: none"> • Works with others to plan and check written work. • Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language. • Uses ICT when appropriate to check words and to produce written text in different formats • With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. • Writes for a variety of purposes and audiences. • Produces written work in the target language which is mostly accurate in terms of: <ul style="list-style-type: none"> - Punctuation - Spelling - Accents.
	<p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.</p> <p style="text-align: right; color: #800000;">MLAN 2-13a</p>		
	<p>I can use familiar language to describe myself and to exchange straightforward information.</p> <p style="text-align: right; color: #800000;">MLAN 2-13b</p>		
	<p>I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.</p> <p style="text-align: right; color: #800000;">MLAN 2-14a</p>		

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 3-20a / LIT 4-20a	<ul style="list-style-type: none"> • <i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</i>
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<i>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</i> LIT 3-21a <i>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</i> LIT 3-22a / LIT 4-22a	<ul style="list-style-type: none"> • <i>Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.</i> • <i>Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.</i> • <i>Writes almost all sentences in a grammatically accurate way.</i> • <i>Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.</i> • <i>Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i> • <i>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.</i>

T
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Uses simple sentences of increasing length.

Applies knowledge of spelling patterns and rules to **spell familiar words correctly**.

Demonstrates knowledge of punctuation in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents.

Works with others to plan written work using modelled examples for support.

T
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complexity
of the language
used.



SKILLS PROGRESSION LADDER- MFL

Writing – MFL (Literacy Across Learning)



Produces written work which is mostly accurate in terms of use of personal pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs.

Attempts to regularly link sentences using both coordinating and subordinating conjunctions, **demonstrating some knowledge of word order rules** where appropriate.

Uses support such as a bilingual dictionary **to check accuracy in spelling or structure.**

W
R

W
R



Increasing the complexity

Increasing the



LITERACY
Across Learning
Pamphlet



Stay organised

There are 3 main parts when producing a pamphlet:

Front cover – This should be clear and easy-to-read to encourage your audience to read the content within.

Main body – You should keep in mind the purpose of the pamphlet to keep your information relevant and focused. Simple statements, bold headings and images will help.

Closing Section–

A short summary in French of what there is and isn't in your chosen town/city using 'à y a...'

Why am I writing this?

- To enable me to correctly produce a pamphlet giving information to an audience.
- To share my knowledge and skills in this subjects/ of this topic with others.
- To develop literacy skills that I can use in all my subjects and situations outside school.
- To develop confidence in my ability to successfully create a pamphlet

Content

Front Cover:

The front cover should include:

- an eye-catching image
- a main heading in a large font
- smaller subheading giving a bit more information on the topic
- **Main Body**
- Write main headings to clearly label different sections in your pamphlet
- Begin sections with topic sentences.
- Keep the pamphlet sections brief
- use varied sentence openers and at least one list.

Specialist Vocabulary

- Important subject/ topic specific
 - For example: *Glasgow is a port city on the River Clyde in Scotland's western Lowlands.*
- Language used to describe and explain that is appropriate to the Audience & Purpose.
 - For example: *Like a bowl of jelly, Glasgow's recent Flip Out arena boasts 200 springing trampolines, 4 wall runners and a Ninja Warrior course.*

Example Pamphlet

Now That's Entertainment

Been and done all the usual city experiences and fancy something unusual? Our guide to the latest activity trends will have you booking your one-way train ticket before you can say 'So...

Wandering through the city, you'll come across the popular... Inside each room, teams must work together to solve puzzles and find hidden clues, all within minutes. Finally, after few... visit partnership restaurant, hard-earned...

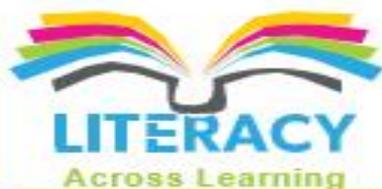
Like a bowl of jelly, Glasgow's recent Flip Out arena boasts 200 springing trampolines, 4 wall runners and a Ninja Warrior course. Grab your sports clothes and take part in various energetic events including tree-jumping, Flip Fit classes and parkour. Meanwhile, the less-active in your group can enjoy freshly brewed coffee and a cake in the cafe.

restaurants, shops and discos like a... discovered. The Craft Pottery is young and old can enjoy an after-noon... ceramic pieces to take home. Items vary to suit all budgets and include:

- Key rings
- Coffee cups
- Bowls and vases.

Annotations:

- Main heading: **Now That's Entertainment**
- Topic sentence: **Been and done all the usual city experiences and fancy something unusual?**
- Sentence openers: **Wandering through the city...**
- Appropriate & engaging images: **Illustration of a man in a top hat.**
- Larger font with the main heading of the pamphlet: **GLASGOW**
- Use of lists with colons and commas: **Items vary to suit all budgets and include:**



Subject Content Targets:

- explain in more detail the location of your town or city
- analyse at least 2 tourist attractions or activities that can be done in that town/city
- explain why this town/city should be visited by others
- state in French what there is and isn't in the town/city using 'il y a / il n'y a pas...'

Literacy Targets

- Correct layout of sections
- Main heading on front cover
- Use of appropriate images
- Suitable topic sentences
- Accurate punctuation supporting structure and meaning
- Sentences well-constructed and of varied length & type
- Spelling should be correct, especially specialist vocabulary
- Accurate use of paragraphs for separate ideas
- Use of lists with colons and commas



Name: _____

Subjects: _____

Teacher(s): _____

HAT: Now that you are coming to the end of your town and local area topic, your task is to research, using classwork and independent research, one French town or city you have learned about and produce a pamphlet informing others about this town and what can you do in that area.



- 1 Not quite doing this yet
- 2 Doing this well
- 3 Doing this very well



Subject Spotlight: I should be able to show that I:

- can investigate **one** French town or city
- can explain in more detail the location of this town or city
- can analyse at least 2 tourist attractions or activities that can be done in that town/city
- can explain why this town/city should be visited by others
- can state in **French** some important vocabulary.

Step 1: Planning



- My notes:
- Are set out as a Cornell note page
 - Have information in them that will help me plan & complete my task— and match the Audience and Purpose
 - Have colour, pictures, shortened words, bullet points— not huge paragraphs
 - Have appropriate keywords, questions and a summary
 - Show my sources.

My writing (HAT) Task **Step 2: Writing**

- Meets the Audience and Purpose
- Is neat
- Is set out/ looks like a pamphlet
- Is written in paragraphs and in logical order
- Is written in my own words and not copied from another source in chunks
- Has ambitious vocabulary from the topic/subject and from other words/ phrases I use to make my writing sound good
- Has accurate spelling and punctuation
- Shows that I can successfully use different types of sentence and punctuation
- Use topic sentences, long and short and at least 1 lit to make the writing successful
- Must be able to be folded to look like a pamphlet.

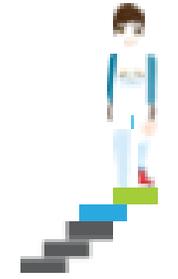


Step 3: Reflecting & Checking



- I have checked that all of these are as good as they can be:
- Spelling
 - Punctuation
 - Sentence Structure
 - Paragraphing

Step 4: Feedback** to move **forward**!**



Strengths:

Next Steps:

Strasbourg

Key
Alasce
german
what
(attracting)
?
check
land
marks

formally Alsace
capital of grand est region
northern east france
formal seat of european parliament
near german border
both ger and fr influences
culture/architects (sc)
daily at the gothic cathedral
notre dame (check bg)
most famous for bussiness,
commercid and culture centers
European parliment council
of europe, and europ's court
of human rights
POP FOODS = saurkrat, pork,
frankenfaurt, smoked Mortieu
or Montbeleived sausages



Source rocket
swag.com
google
home
page.

Summary
Strasbourg is a large town
located in the northern east
of france, most known for
culture and bussiness, Strasbous
keeps high standanlds but
cheap prices

WHAT TO DO?

In Strasbourg there are many German and French influenced things to do, you can enjoy a large course of fine dining, fantastic music festivals and other things for amazingly cheap prices.

Enjoy daily shows at the cathedral in the... or visit zol... which is a mu... mals and infor...

Strasbourg, formally known as Alsace is a large town in between the French and German border, this classy town has both French and German culture and architecture. most f...

Summer is the best time to visit Strasbourg, but...

HISTORY

Did you know, that Strasbourg is the capital of the Grand Est region and the formal seat of the European parliament? It is also best known for its history of culture centres and well known for being partly home to the European parliament, council of Europe and Europe's court of human rights. You can also find some of Strasbourg's popularity comes from its low and affordable prices compared to other places in France.

FINE DINING



In Strasbourg you can enjoy an array of delicious foods, the food has been placed right in between French tradition and German gastronomy. More popular foods in Strasbourg are sausage, pork, and there most famous dish Baeckoeffe, which is a sort of Alsatian casserole this lively dish is a mix of lamb, pork and beef which is then left for hours in ounces of white wine. For a taste of this dish head over to Baeckoeffe d'Alsace, as the name says they serve the most amazing dishes of Baeckoeffe.

TRANSLATIONS

Hello = Salut
Can I have the bill = puis-je avoir le projet de loi?
Thank You = merci
Can I have... = puis-je avoir
I am from = je suis de
Scotland = Ecosse
Spain = Espagne
Germany = Allemagne
China = chine
Japan = Japon
England = Angleterre
UK = Royaume
Your Welcome = votre accueil
Tart = tarte
Crepe = crepe
Sausage = Saucisse



Montpellier (Beaches and Street art)

In the South of France the grand white sandy beaches really is a beautiful easy-going place to have some fun and relax.



Behind the white sandy beaches the amazing town lies just away. With street art all around that pops with emotion and inspiration for all (young and old).



really catch the eye.

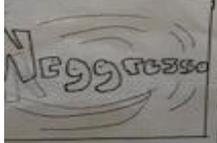
Introduction

Montpellier is a bright and beautiful place. There are long white sandy beaches and the sand feels like icing sugar that has just been put through a big sieve. Also the walls are filled with inspirational street art with amazing learning facilities for young people to enjoy. So in short this is a must place to go and have some fun.

Il y a des jardins.
Il y a un métro.
Il n'y a pas de pickpocket.
Il n'y a pas de crime.

Introduction To Nice

Nice, ah what a lovely beachside town. From its magnificent scenery to its fascinating historical background, Nice is the desired location for holiday-makers in the southern parts of France. Nice has arguably the best beach views in the entire of France. Enjoy its glorious destinations like the famous Negresco hotel, known for its glamorous style, such as the delightful restaurant, that is not the only great



Wandering from the beach you will encounter many cuisines ranging from local food to Sushi!

As you may notice has very fantastic restaurants that will make your taste buds.

Places To Visit

- Baie des Anges (beach)
- Park Jardin Albert I
- Hill Nike
- Old Cannon
- Castle Hill
- Russian Palace
- Old church
- Old castle ruins

Get to these places using the Sight Seeing Train

What Is There

In Nice, il y a beaucoup de restaurants et d'hôtels. Il y a aussi un parc. Mais il n'y a pas de st

Use many websites to book hotels/villas:

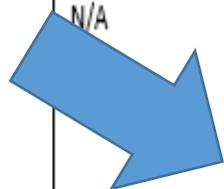
- TripAdvisor
- VillaPlus
- Booking.com
- Jet 2 Holidays
- Ect.

English & Literacy B.G.E. Planner 2017- 2018

4 HAT tasks



Year Group	June	Aug.- Oct. Break	Oct.- Xmas	Jan – end of Feb.	March until Easter.	Easter until June timetable change.	Final evidence for overall judgements
S1	N/A	 Writing 1 Reflective Planning Note Making Editing Up-leveling language & style VCOP KAL- Phase 1  SAL: Reading Introduction to AR- first Star Reader Test. Reading for understanding only.	CLASMOVES SAL: Reading- UAE Project Text 1 Reading AE SHORT STORY 1- Reading aloud 2- RUAE skills 3- Critical Essay- comparative skills KAL- Phase 2  2 SAL: Writing (Shown in critical essay skills development)	 3 SAL: Writing Creative writing skill- building. Possible BBC 500 Word Short Story entries? KAL- Phase 3  SAL: Talking- Solo Talk	 Listening- documentary media text.  SAL: Reading- UAE Non- fiction RUAE Skills KAL- Phase 4  4. SAL: Writing Writing to convey information- from <u>documentary</u> e.g. report, discursive, pamphlet, newspaper article...	 SAL: Talking- Group Discussion  SAL: Reading- RUAE assessment revision and assessment. 2- RUAE skills KAL- Revision After timetable change- free choosing!	An overall level judgement in Reading, Writing, Talking & Listening will be made based on evidence from: (1) pupils' skills folders (S3 only) / jotters (S1/S2) both of skills development in progress day-to- day class work) and, where appropriate, final pieces, such as critical/ reflective essays/ short stories. (2) position in the appropriate skill ladder pupil engagement (3) more formal assessment evidence (4) Their skills development, interaction and motivation to succeed in year group challenges/ external events



P.S.E- Writing to convey information and reflect.

English – reflective writing

Science- A report

MFL- Pamphlet

Art & Design-
Creative writing

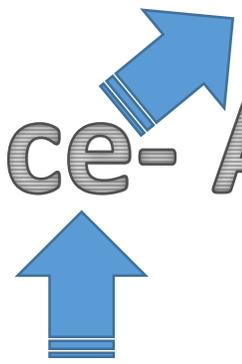


D&T- Creative Writing

P.E.- analysis and evaluation of performance(s).

RME- Pamphlet

Music & Drama-
Newspaper Report



Challenge:

Can you create your own holistic assessment writing task?



Examples of Holistic Assessment Task- Writing Tasks



(a) The context of the learning in relation to your course planning and work done in class.

- Example- Now that you are coming to the end of your **town and local area topic**, your task is to research, using classwork and independent research, one **French town or city you have learned about and produce a pamphlet informing others about this town and what can you do in that area.**

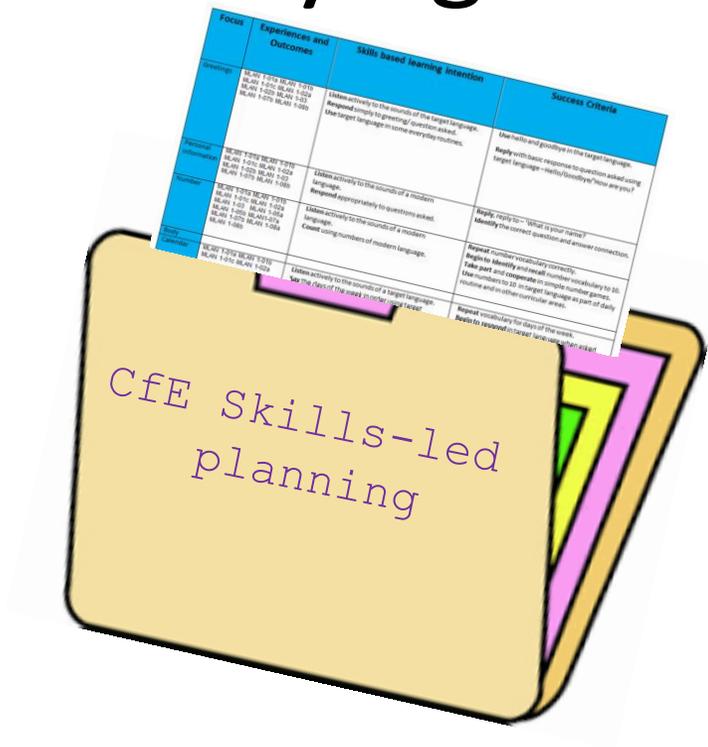
(b) Type of writing

(c) Audience and Purpose of the task

Audience: *peers*

Purpose: *to convey information to support understanding of how this camera works to someone who may not know and, in doing so, demonstrate pupils' own understanding.*

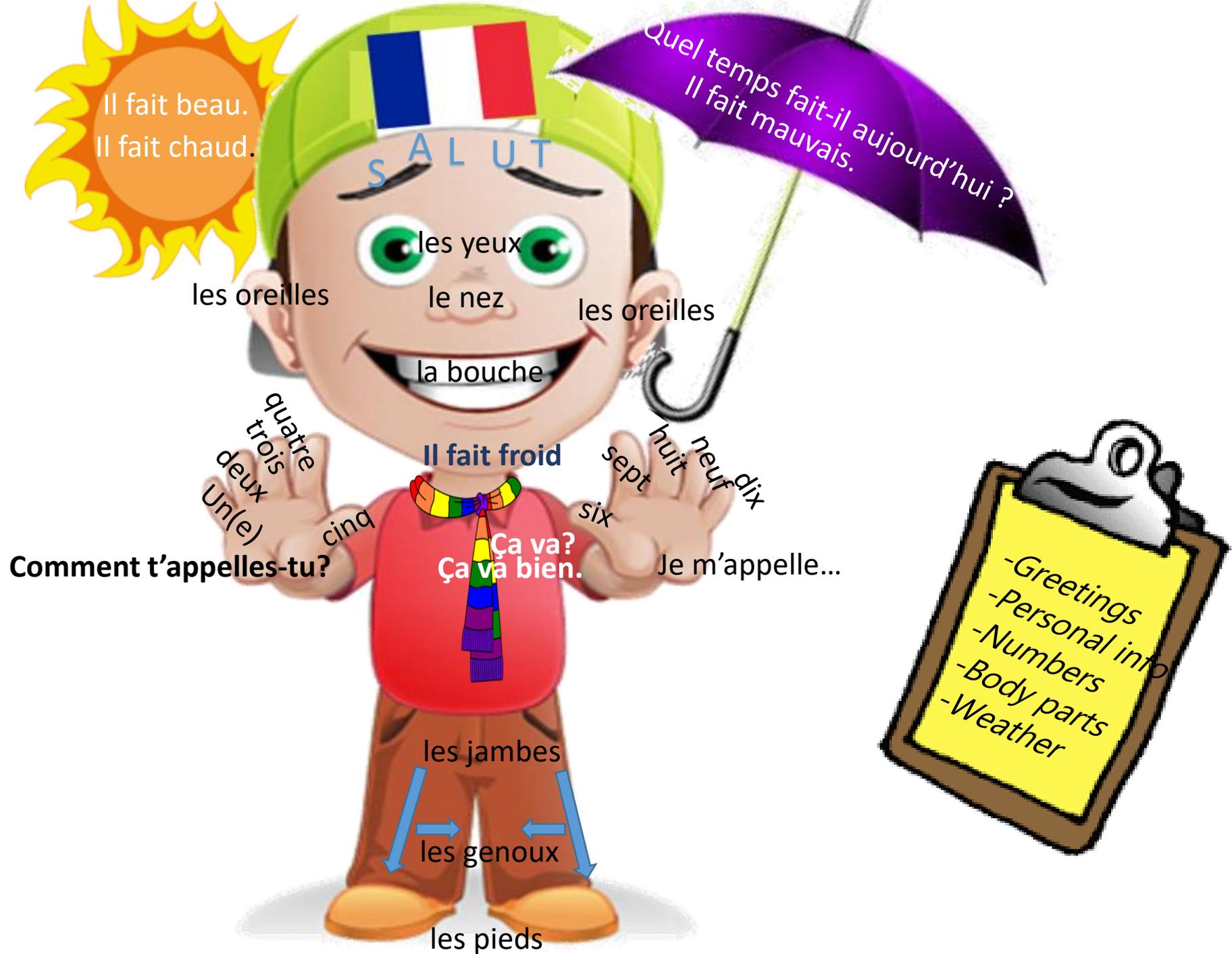
Personifying the Plan with a MFL Man?



Focus	Experiences and Outcomes	Skills based learning intention	Success Criteria
Greetings	MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-02b MLAN 1-03 MLAN 1-07b MLAN 1-08b	Listen actively to the sounds of the target language. Respond simply to greeting/ question asked. Use target language in some everyday routines.	Use hello and goodbye in the target language. Reply with basic response to question asked using target language – Hello/Goodbye/’How are you?
Personal information	MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-02b MLAN 1-03 MLAN 1-07b MLAN 1-08b	Listen actively to the sounds of a modern language. Respond appropriately to questions asked.	Reply , reply to – ‘What is your name? Identify the correct question and answer connection.
Number	MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a MLAN 1-07b MLAN 1-08a MLAN 1-08b	Listen actively to the sounds of a modern language. Count using numbers of modern language.	Repeat number vocabulary correctly. Begin to Identify and recall number vocabulary to 10. Take part and cooperate in simple number games. Use numbers to 10 in target language as part of daily routine and in other curricular areas.
Body			
Calendar	MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a	Listen actively to the sounds of a target language. Say the days of the week in order using target	Repeat vocabulary for days of the week. Begin to respond in target language when asked



Front



Back

