

Year 2 – Travel Writing

Learning Programme

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
Meeting the demands of task	To be familiar with format of GCSE-style writing task. To be able to identify the form, audience and purpose required and to be able to adapt writing accordingly. To understand the marking criteria (linked to GCSE) and to be able to evaluate own and others' work using it. To produce a lively, engaging piece of writing which meets the demands of the task.	Planning/ preparation for final assessed piece (to be completed in class)	End of unit assessment: a piece of writing inspired by pupils' reading of a range of different travel writing extracts The homework highlighted in red or green will also be used when forming judgements/grades.	<u>Success criteria:</u> Include a range of carefully selected detail to create vivid description Use ambitious vocabulary with precision to create specific effects e.g. to create mood/ atmosphere	Read a range of different travel writing, including some pre-1900 texts (e.g. Dickens) Keep a reading journal identifying examples of effective techniques used to make accounts of travel lively and engaging
Text type conventions	To recognise and be able to use the conventions of a range of different text types. To be able to evaluate the effectiveness of different text types.	Find example of travel writing e.g. article from a weekend newspaper supplement and highlight/ label conventions	The data/grades will NOT be based on the one off end of unit assessment but a combination of all assessed tasks.	Clearly convey a viewpoint and sustain a suitable register and tone Adapt writing effectively to suit form, audience and purpose	Research and produce a fact file for chosen holiday/ travel destination including a range of information e.g. on aspects of history/ culture
Creating tone	To be able to sustain an appropriate tone (e.g. humorous/ conversational) through careful choice of lexis/ syntax.	Brief account of a travel experience which creates a lively, humorous tone	Tasks highlighted in green will be	E= with confidence	Include words/ phrases of the local

<p>Conveying a clear viewpoint</p>	<p>To recognise and be able to use a range of techniques to convey a clear viewpoint</p>	<p>Comparison of two texts offering a different viewpoint of the same place, exploring how the writer's viewpoint is conveyed in each case.</p> <p>A short piece of description conveying a clear viewpoint on a place visited</p>	<p>teacher assessed with diagnostic feedback given. Tasks highlighted in red will be self or peer assessed with marks recorded.</p>	<p>S= consistently D= beginning to</p>	<p>language to add interest to account of experience in chosen destination</p>
<p>Effective description</p>	<p>To be able to select a range of interesting detail to create effective description</p> <p>To use accurate and ambitious vocabulary to create specific effects e.g. to create mood/ atmosphere</p>	<p>Description of holiday scene inspired by image (e.g. holiday snap) which focuses on creating a sense of place</p>			