

KS5 English Skills - Take a Break - Researching, planning, booking and review a trip

<p>Subject curriculum intent:</p>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. Language and communication skills are essential in enabling pupils to participate in society.</p>
<p>Intent for this topic:</p>	<p>In this unit students will develop their understanding of how English is used to research, plan and attend a trip/ short break. Students will develop their understanding of how to research the many different types of trips and breaks one could take and match a break to their own needs and interests. Students will identify the persuasive features in a range of texts and identify the intended audience to help them decide the type of trip they would like to take. Students will use the knowledge they gather to plan a trip/ short break. They will identify a trip that suites their needs and interests, by comparing different options, thinking about costs, travel etc. They will book the trip and create an itinerary; students will read a range of texts and use retrieval skills to extract the information needed to create an itinerary and complete a booking form. Students will role play a range of travel scenarios for example buying tickets and asking for directions. Students will also message a friend, asking them to accompany them on the trip allowing for links to e-safety-using iPhone as a resource, emojis, dictating. Students will attend their planned trip and write a review.</p> <p>Suggested Texts: Holiday Bouchers Reviews Trip adviser Booking forms</p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Non fiction, describe, inform, persuade, exaggerate, sequence, advertisement Topic specific vocabulary: itinerary, booking, interests, special requirements, destination, location, accommodation, holiday, leisure, staycation, vacation, tourist information, book, reservation, plan, trip, journey, deposit, guarantee</p>
<p>Links to other subjects:</p>	<p>Drama - Role play and hot seating activities ICT - Researching information Geography- Research different places and planning routes and travel Maths- creating itinerary, reading timetables, sequencing events</p>
<p>RRS Articles:</p>	<p>This unit of work is linked to Articles 29 of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-4	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write a job description listing duties and skills required or a job application Immersion -explore job descriptions, people's profiles, roles etc , build up word bank of useful words and persuasive language, Tune into the text: match jobs to images/ descriptions, persuasion game, make it positive Focus on audience, purpose, structure, language features of job descriptions. Students identify and arrange key features of a job application Students warm up to the text/ embed words/phrases and grammar, Introduce model text of a job description / application- text map and learn text. Students internalise model text using text map Students read as a reader -vocabulary & comprehension work Students read as a writer - Box up model text, analyse features etc
Wks 5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students explore and rewrite a job description / application Shared writing to innovate the model Students box up a new version of the model text - creative hook, key headings and information. Students amend / innovate key elements Students begin to describe new skills and abilities Use word bank and structure of original text Use mind map to generate and record different ideas. and Use Narrative Therapy & Colourful Semantics to revise model text
Wks 9-12	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a job description / application Students create own personal statement Use word bank and structure of original and innovated text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Show us what you have learnt - An independent task on a similar type of writing

	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key learning:	Communication skills- Take a Break- Planning/ booking a trip, making enquiries, asking directions				
<u>Subject specific knowledge</u> Communication Skills. How to communicate ideas effectively. How to respond to others appropriately	<u>Students know</u> some key concepts and ideas. <u>Students know</u> simple adjectives used to describe a place. <u>Students know</u> the meaning of simple questions: Who? What? Where? <u>Students know</u> the simple travel vocabulary. <u>Students know</u> the words used to describe trips and holidays <u>Students know</u> the language used to describe places and experiences	<u>Students know</u> the words used in key instructions from staff in role play activities. <u>Students know</u> that they need to take turns in role play situations. <u>Students know</u> simple adjectives used to describe a trip or experience <u>Students know</u> the names of a range of types of trips, places and destinations. <u>Students know</u> how to address a stranger to ask for help <u>Students know</u> that good listening involves looking at the person speaking during role play activities. <u>Students know</u> that turning your back on a person who is speaking is not positive communication behaviour	<u>Students know</u> three or more good communication qualities. <u>Students know</u> whether a question is closed and only needs a yes / no answer. <u>Students know</u> whether a question is open and needs a full answer. <u>Students know</u> why they should practise good listening during role play activities. <u>Students know</u> how people feel when they do not practise good listening skills during role play activities. <u>Students know</u> that eye contact is important in communicating with others. <u>Students know</u> that difficulties in communication can arise by not maintaining eye contact when it is appropriate. <u>Students know</u> the reasons why good listening is important	<u>Students know</u> if a situation is in a professional context or a less formal context. <u>Students know</u> some examples of appropriate vocabulary, terms or address and sentence structures. <u>Students know</u> some examples of informal language, terms or address and sentence structures, with appropriate vocabulary <u>Students know</u> how to frame open and closed questions. <u>Students know</u> how to frame questions to gain different information about places, activities and travel <u>Students know</u> how to use mind maps to inform their planning. <u>Students know</u> that they need to adapt their communication style to match the context.	<u>Students know</u> a number of key differences between spoken and written language used to book a trip <u>Students know</u> a range of suitable questions to gain the information they need to plan and execute a trip <u>Students know</u> when to adjust their tone/volume of voice in different settings/situations <u>Students know</u> how to sequence their ideas logically.

			Students know how not listening impacts communication.	Students know how to adapt their communication method to suit a range of situations i.e, making a booking, asking directions	
<p>Subject specific skills</p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students are able to</u> combine two or three key ideas and concepts.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to answer simple questions from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what a person looks like.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what role or job a person has.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what their favourite lesson, colour or class activity from a choice of three.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe a job requirement.</p> <p><u>Students are able to</u> use their chosen method of communication to ask simple questions in a</p>	<p><u>Students are able to</u> follow verbal or visual prompts to carry out actions in role play activities.</p> <p><u>Students are able to</u> follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what skills they have.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to identify and describe what they enjoy</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about themselves and their like and dislikes</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about themselves when making a booking</p> <p><u>Students are able to</u> use single words to answer a range</p>	<p><u>Students are able to</u> communicate using one or two good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> communicate using three or more good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> stand or sit with their body towards the person they are talking to.</p> <p><u>Students are able to</u> turn their face towards the person they are talking to.</p> <p><u>Students are able to</u> answer a closed question with a yes / no answer or single word answer.</p> <p><u>Students are able to</u> answer open questions with full answers using short phrases.</p> <p><u>Students are able to</u> recognise when eye contact is needed and describe some</p>	<p><u>Students are able to</u> identify if certain communication skills are appropriate to the context.</p> <p><u>Students are able to</u> use professional language, terms of address and sentence structure in formal job enquiries interviews and workplace experience.</p> <p><u>Students are able to</u> use informal language, terms of address and sentence structures in less formal situations</p> <p><u>Students are able to</u> apply their understanding of different skillsets to allocate roles to others in a group role play about travel</p> <p><u>Students are able to</u> use basic planning strategies like mind maps to develop a role play making an enquiry or asking for directions.</p>	<p><u>Students are able to</u> identify at least 5 characteristics of spoken language used to communicate about job skills and roles.</p> <p><u>Students are able to</u> identify at least 5 characteristics of written language used to communicate about job skills and roles</p> <p><u>Students are able to</u> use a range of suitable questions to develop understanding of places, activities and bookings.</p> <p><u>Students are able to</u> increase the volume of their voice to speak loudly and clearly in formal settings /situations</p> <p><u>Students are able to</u> adopt an appropriate tone of voice to speak clearly and respectfully in formal settings /situations</p> <p><u>Students are able to</u> adjust their tone/volume of voice</p>

	<p>variety of discussions which are led by a member of staff and/or peer.</p> <p><u>Students are able to use their chosen method of communication to answer simple questions in a variety of discussions which are led by a member of staff and/or peer.</u></p> <p><u>Students are able to use their chosen method of communication to make comments in a variety of discussions which are led by a member of staff and/or peer.</u></p> <p><u>Students are able to ask for appropriate items linked to a situation.</u></p> <p><u>Students are able to ask for a pen to write, or glue to attach a symbol.</u></p> <p><u>Students are able to ask for a camera or ipad to take a photo.</u></p>	<p>of simple questions when booking a trip</p> <p><u>Students are able to briefly look at the speaker when they hear their name.</u></p> <p><u>Students are able to briefly look at the speaker when being addressed.</u></p> <p><u>Students are able to look at the speaker for the whole duration of a question or statement.</u></p> <p><u>Students are able to look at the person speaking during role play activities</u></p> <p><u>Students are able to smile and nod whilst someone else speaks in a role play activity.</u></p> <p><u>Students are able to identify when people are not demonstrating good listening skills in role play activities.</u></p>	<p>communication difficulties caused by not using eye contact in a variety of situations.</p> <p><u>Students are able to identify reasons why good listening is important.</u></p> <p><u>Students are able to describe why good listening is important</u></p> <p><u>Students are able to describe the impact of not listening.</u></p> <p><u>Students are able to demonstrate effective listening in a role play activity.</u></p> <p><u>Students are able to take an independent role in role play activities.</u></p> <p><u>Students are able to participate independently in a role play activity.</u></p>	<p><u>Students are able to ask open and closed questions to adults and peers in a range of situations.</u></p> <p><u>Students are able to use a range of questions to elicit different information about places, activities and travel</u></p> <p><u>Students are able to use an informal communication style in a social context.</u></p> <p><u>Students are able to demonstrate good body language in a range of settings</u></p> <p><u>Students are able to recognise not all communication methods fit each role in the work place</u></p> <p><u>Students are able to recognise where and when communication methods need to be adapted depending on role.</u></p>	<p>in formal and informal different settings/situations</p> <p><u>Students are able to communicate their ideas/thoughts in a clear and logical manner.</u></p>
	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning-	Reading - Take a Break- Researching a short break, reading reviews, booking the trip				
Subject specific knowledge Reading	Students know which way to hold a book or brochure and to turn the pages one	Students know at least 5 key signs in the community i.e. information, train station, toilets etc.	Students know chronological language e.g. first, then, next, finally	Students know the language used in reviews	Students know the importance of variation of pace and tone when reading.

	<p>at a time, starting from the front cover.</p> <p><u>Students know</u> that text flows on a page from left to right and from top to bottom of a column or page.</p> <p><u>Students know</u> that they should begin reading at the top of a page and at the start of each sentence.</p> <p><u>Students know</u> at least 20 familiar symbols and/or words associated with travel, places and activities</p> <p><u>Students know</u> certain objects of reference associated with travel, places and activities</p> <p><u>Students know</u> the meaning of key words or symbols associated with travel, places and activities</p>	<p><u>Students know</u> key words or symbols used in a range of texts associated with travel, places, activities and bookings</p> <p><u>Students know</u> the requirements and layout of texts associated with booking forms and reviews.</p> <p><u>Students know</u> the initial sound of a word.</p> <p><u>Students know</u> key words or symbols e.g. name, address and date of birth on a booking form</p> <p><u>Students know</u> how to order visual steps to support them to complete a task.</p>	<p><u>Students know</u> at least 7 key workplace words or phrases associated with booking a trip e.g. personal information, dates, departure, arrival etc.</p> <p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> to use the context of the writing to help them make sense of a text.</p> <p><u>Students know</u> common exception words.</p>	<p><u>Students know</u> the language used in the process of making a booking</p> <p><u>Students know</u> the language used in a review</p> <p><u>Students know</u> how to respond to at least 10 key workplace words or phrases associated with booking a trip and completing a review</p>	<p><u>Students know</u> the typical structure and phrasing in a review</p> <p><u>Students know</u> the key language used in booking forms and reviews</p> <p><u>Students know</u> the key features of presentation in a booking form, review or other related texts</p> <p><u>Students know</u> that their opinion should be supported by the text or other facts and reasons.</p>
<p><u>Subject specific skills</u></p>	<p><u>Students are able to</u> choose a book or brochure from a given selection.</p> <p><u>Students are able to</u> handle a book or brochure with care.</p> <p><u>Students are able to</u> turn the pages of a book or brochure one page at a</p>	<p><u>Students are able to</u> use simple terms to describe the meaning of at least 5 key words from the job application process e.g. advertisement, job description, person specification, essential and desirable criteria, experience, skills etc</p> <p><u>Students are able to</u> use simple terms to describe the</p>	<p><u>Students are able to</u> sequence 5 instructions to explain the steps in completing a booking form</p> <p><u>Students are able to</u> correctly use chronological language e.g. first, then, next, finally.</p> <p><u>Students are able to</u> read at least 7 key workplace words</p>	<p><u>Students are able to</u> read and extract information from a brochure</p> <p><u>Students are able to</u> read and extract information from a review</p> <p><u>Students are able to</u> identify what is needed to complete a booking form</p>	<p><u>Students are able to</u> read clearly and at good pace when reading reviews and other texts.</p> <p><u>Students are able to</u> identify key structures review/ brochure article</p> <p><u>Students are able to</u> identify key language in a review/ brochure article</p>

	<p>time starting from the front cover.</p> <p><u>Students are able to follow a text from left to right and from top to bottom of a column or page and read the symbols or words.</u></p> <p><u>Students are able to read at least 20 familiar symbols and/or words used to describe themselves or key characteristics of job roles and skills.</u></p> <p><u>Students are able to identify objects of reference associated with people, jobs or skills and match the object to the correct word or symbol.</u></p> <p><u>Students are able to read and extract one piece of information from a range of information texts associated with job roles and skills e.g. job advert, person specification etc.</u></p>	<p>meaning of at least 5 key signs in the community i.e. information, train station, toilets etc.</p> <p><u>Students are able to answer simple comprehension questions based on a range of texts consisting of or supported by symbols e.g. websites, information pages, brochures, reviews, booking forms</u></p> <p><u>Students are able to communicate to a member of staff what words or symbols that they have read.</u></p> <p><u>Students are able to use what they have read to support them in completing the next steps in a task e.g. writing their name and contact details in a booking form</u></p> <p><u>Students are able to use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.</u></p> <p><u>Students are able to sequence a simple set of visual and written instructions to create an itinerary</u></p> <p><u>Students are able to sequence visual steps to support them to complete a task.</u></p>	<p>or phrases associated with booking a trip e.g. personal information, dates, departure, arrival etc.</p> <p><u>Students are able to read at least 7 key workplace words or phrases associated with booking a trip e.g. personal information, dates, departure, arrival etc</u></p> <p><u>Students are able to apply phonic knowledge and skills to decode words.</u></p> <p><u>Students are able to read common exception words.</u></p> <p><u>Students are able to use the context to help them to read unfamiliar words.</u></p> <p><u>Students are able to locate key information in brochure and booking form.</u></p>	<p><u>Students are able to read at least 10 key workplace words or phrases associated with booking a trip e.g. personal information, dates, departure, arrival etc</u></p> <p><u>Students are able to use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</u></p> <p><u>Students are able to locate the key points in at least two brochure adverts</u></p> <p><u>Students are able to identify the differences between two reviews</u></p>	<p><u>Students are able to identify key features of presentation in a review/ brochure article</u></p> <p><u>Students are able to refer to the relevant part of a text to justify their opinion about it.</u></p> <p><u>Students are able to make reference to general facts and reasons to justify their opinion about a review</u></p> <p><u>Students are able to identify facts contained within a review</u></p> <p><u>Students are able to identify opinions contained within a review</u></p>
	OU WTE1	OU Entry Level 1	OU Entry Level 2	OU Entry Level 3	OU Level 1

Key Learning	Writing -				
<p><u>Subject specific knowledge</u></p>	<p><u>Students know</u> how to make straight marks in sensory material.</p> <p><u>Students know</u> how to make circular marks in sensory material.</p> <p><u>Students know</u> how to make straight marks with a pen or pencil.</p> <p><u>Students know</u> how to form common shapes or letters.</p> <p><u>Students know</u> certain places to visit and activities to do</p> <p><u>Students know</u> key information about themselves</p>	<p><u>Students know</u> the initial letter or grapheme of a word related to people and jobs.</p> <p><u>Students know</u> how to form the initial letter or grapheme of a word related to travel</p> <p><u>Students know</u> what an adjective is.</p> <p><u>Students know</u> some key adjectives used to describe places and trips</p> <p><u>Students know</u> the words and symbols used to describe some key activities</p> <p><u>Students know</u> the key elements required in completing a booking form</p>	<p><u>Students know</u> the key words used to describe places, travel and activities</p> <p><u>Students know</u> how to correctly punctuate sentences with full stops and capital letters.</p> <p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> how to spell some common exception words.</p> <p><u>Students know</u> chronological language used to describe and order events</p>	<p><u>Students know</u> the layout of a brochure, booking form and review</p> <p><u>Students know</u> what detail and features to include in a brochure, booking form and review</p> <p><u>Students know</u> a range of familiar words and root words when used in compound words or with prefixes and suffixes.</p>	<p><u>Students know</u> the vocabulary relevant to travel, places, activities and experiences</p> <p><u>Students know</u> they need to read, check and revise their writing.</p> <p><u>Students know</u> how to form the use the present, past and future tense of regular and irregular verbs.</p> <p><u>Students know</u> how to spell most common tricky words.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support.</p>
<p><u>Subject specific skills</u></p>	<p><u>Students are able to</u> make straight marks in sensory material.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p> <p><u>Students are able to</u> make straight marks with a pen or pencil.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p>	<p><u>Students are able to</u> write the initial letter or grapheme of a word related to trips, places or activities</p> <p><u>Students are able to</u> select pictures or symbols to add detail to their writing related to trips, places or activities</p> <p><u>Students are able to</u> select descriptive words to add detail to their writing related to trips, places or activities</p>	<p><u>Students are able to</u> use simple words and phrases to describe trips, places or activities</p> <p><u>Students are able to</u> use simple words and phrases to describe trips, places or activities</p> <p><u>Students are able to</u> use simple words and phrases to describe a trip they have been on</p>	<p><u>Students are able to</u> identify where to place different pieces of information in a booking form</p> <p><u>Students are able to</u> include the appropriate detail and features to write a review.</p> <p><u>Students are able to</u> include the appropriate details and features and write a review</p>	<p><u>Students are able to</u> select vocabulary relevant to travel, places, trips and their experience.</p> <p><u>Students are able to</u> revise and edit the spelling, grammar and sentence structure in their writing.</p> <p><u>Students are able to</u> correctly use the present tense to describe places. Activities and experiences.</p>

	<p><u>Students are able to trace or overwrite 3 recognisable shapes or letters when writing about a trip, place or experience</u></p> <p><u>Students are able to copy 3 recognisable shapes or letters when writing about a trip, place or experience</u></p> <p><u>Students are able to match the background colours of up to 4 words or symbols to create simple sentences about a trip or experience</u></p> <p><u>Students are able to select pictures or symbols to describe an image related to people and jobs.</u></p> <p><u>Students are able to select pictures or symbols to write a simple text about a trip or experience</u></p> <p><u>Students are able to select words to describe an image related to places and activities</u></p> <p><u>Students are able to select words to write a simple text about places or activities</u></p>	<p><u>Students are able to use pictures and symbols to describe trips, places or activities</u></p> <p><u>Students are able to use words to describe trips, places or activities</u></p> <p><u>Students are able to select symbols to sequence information into a full sentence.</u></p> <p><u>Students are able to select symbols to sequence information into a full sentence.</u></p> <p><u>Students are able to select words to sequence information into a full sentence.</u></p> <p><u>Students are able to order a set of images to describe how to complete a booking form.</u></p> <p><u>Students are able to use words or symbols to describe each image in instructions on how to complete a booking form</u></p>	<p><u>Students are able to use full sentences to write a short text describing a trip they have been on</u></p> <p><u>Students are able to correctly punctuate sentences with full stops and capital letters.</u></p> <p><u>Students are able to apply phonic knowledge and skills in their writing.</u></p> <p><u>Students are able to use familiar root words in words containing common suffixes and prefixes.</u></p> <p><u>Students are able to correctly spell some common tricky words</u></p> <p><u>Students are able to correctly use chronological language when describing their past experience and the future aspirations.</u></p>	<p><u>Students are able to use familiar words and root words to write longer words, in addition to using phonic knowledge and context.</u></p>	<p><u>Students are able to correctly use the past tense to describe their past experiences.</u></p> <p><u>Students are able to correctly use the future tense to describe their plans</u></p> <p><u>Students are able to correctly spell most common tricky words.</u></p> <p><u>Students are able to consistently apply phonic knowledge and skills when writing unfamiliar words.</u></p> <p><u>Students are able to create and write a document on Microsoft Word without support.</u></p> <p><u>Students are able to create and write a document on Microsoft Publisher without support.</u></p>
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<p><u>Personal development</u></p>	<p>Reasoning - Students will predict and extract information from a range of sources.</p> <p>Evaluation - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.</p> <p>Empathy - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.</p> <p>Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.</p>
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Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

Suggested activities

- Students research types of trips and places to visit online and through brochures
- Students identify different types of breaks and trip you can take
- Students match trip and experiences to their own interest
- Students read reviews
- Students identify a trip they would like to take
- Students plan and book their trip
- Students identify their own personal information to complete a booking form
- Students create an itinerary for their trip
- Students go on the trip
- Students write a review of their trip

Online resources

[Travel English Vocabulary: Planning a Trip \(englishteachermelanie.com\)](http://englishteachermelanie.com)

Trip advisor

Evidencing Work

- All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified
- Audio and video performances need to be recorded and formatted within Book Creator.
- Reading examination at end of Key Stage
- Speaking and writing assessment at the end of the unit