


## Cross- Curricular Links

<b>Sport</b>  Understand, use and spell terms correctly such as: Possession, Attacking, Defending & Placement. Pupils should be able to use the correct terms when officiating. Pupils can work with others and use effective communication skills. Write clearly and coherently, including an appropriate level of detail. Presenting information in a clear and logical sequence.  Weekly literacy specific sessions are planned within sports sessions.	<b>RSHE</b>  Reading and writing articles, documents, website and worksheets that link to the topic being covered in RSHE on a given week,  Students will continue to develop their reading, writing and SPaG during weekly lessons within the provision, linking to the 4-D programme.	<b>Catering</b>  Reading- recipes, safety information around the diner. Reading ingredients and content within foods.  To follow instructions to be able to complete requirements to cook or bake. To work as a team and communicate in an effective and safe way, including dividing up jobs.  Written element to catering sessions to complete portfolios, supporting individuals with their content of writing, answering questions, writing instructions, recipes, and high expectations of SPaG.  Weekly literacy specific sessions are planned within catering sessions.
<b>IT</b>  To use writing and grammar terms correctly, when using song creation and writing lyrics and communication, Pupils should be able to use the correct terms when communication using the right terminology and words, as in. Pupils can work with others and use effective communication skills. Write clearly and coherently, including an appropriate level of detail. Presenting information and having a clear understanding.  Weekly literacy specific sessions are planned within creative media sessions.	<div><h1>Linguistics</h1><p>Crisp Vocational Provision Ltd Building futures for tomorrow</p></div>	<b>Construction</b>  Reading and writing coherently, including safety instructions and knowing how to maintain a good level of safety on jobs.  Reading and follow instructions for various purposes.  Communicate effectively with those working with to complete jobs both individually and as a team.  Write evaluations of work completed and respond in text form to feedback.
<b>Art</b>  To use a range of tools to encourage writing and putting pen to paper. Graffiti and word art using a range of letters and words that mean things to individuals.  Using word processing to research- read and research.  The design of texts for different purposes.	<b>Extra Curricular Activities and Duke of Edinburgh Award</b>  A significant amount of the Duke of Edinburgh programme bases its activities around speaking and listening, being able to articulate and communicate throughout a range of activities. This includes map/instruction reading linked to various outdoor pursuits.  A range of different trips and visits during the academic cycle.	<b>Functional Skills</b>  English Specific lessons- Develop and refine use of Spelling, Punctuation and Grammar in a variety of contexts relevant to both next steps in education; exam specific requirements and personal development. Develop learners ability to read for pleasure and continued personal development across all their subjects. Refine learners ability to read for textual detail across a range of texts both fiction and non fiction- equipping learners with the ability to answer exam specific questions on texts read. Encourage and develop learners writing skills and confidence in application of these in a variety of contexts both exam specific and their own personal development.  Maths- Reading and writing tasks integrated into lessons through use of word problems and written response tasks. Maths specific vocabulary along with the language of the exams and how best to decipher and understand questions/instructions also taught and embedded though recall.