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| **Topic****Communications Faculty- Reading Curriculum Intent - Year 7 Unit:** Nature and the Natural World | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show an clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Comparing texts** | Demonstrate a competent and clear understanding of two texts |  |  |  |
| Compare ideas and perspectives in a meaningful manner |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | How do poets show nature as a threat? | Quotation selection | NaturalistNatureGuiltFigurativeMetaphorSimilePersonificationForebodingMysteriousUnweariedSprightlyPectoralsAwestruckAnimalisticSymbiotic Humanity |
| **2** | How can we understand and respond to texts? | Written summary |
| **3&4** | How does a writer use language, form and structure to create meanings and effects? | SMILES analysis |
| **5&6** | How can we make comparisons and explain links between texts? | Comparison on texts/venn diagram |
| **7** | How does a pre 20th century poem differ from a modern one? | Comprehension questions/peer assess |
| **8** | How does context help us to understand texts? | Written summary |
| **9&10** | Compare how writers present ideas about nature in two poems.  | Extended Writing |
| **11** | How does Hughes use language to describe the pike in Pike? | Practice paragraph – poet’s use of language |
| **12** | How does Tennyson use language to present the eagle? | Extended para/peer assess |
| **13&14** | Assessment preparation and Assessment. | Assessment |
| **15** | How do we approach an unseen poem? | SMILES analysis |
| **16** | How do we annotate an unseen poem independently?  | SMILES analysis |
| **17** | Assessment feedback | Green pen improvements |
| **18** | How can we use poetry to help our own creative writing? | Self |
| **19** | Creative Writing  | Extended Writing |
| **20&21** | Poetry Presentations: What makes a good presentation? | Presentations |
| **22** | How can we evaluate a speech? | Evaluation/peer assessment |
| **23&24** | How can I improve my own written work on creative writing - feedback | Green pen improvements |