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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 9 Unit:** Disturbed Voices | **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** | What is our topic for this unit? What is a disturbed voice? | Peer and self assess | Disengaged  Violent  Disillusioned  Desolate  Looming  Ferocious  Context  Sinister  Ominous  Victim  Mundane  Monotonous  Rebellion  Counterculture  Vigilante  Dramatic Irony  Pathetic Fallacy |
| **2** | Education for Leisure: How does the poet use language and structure to present the speaker? | Annotation and green pen |
| **3&4** | How does the writer present the speaker in this poem A Case of Murder? | SMILES analysis |
| **5** | Extended Write: How does the writer present the speaker in the poem? | Extended Write |
| **6&7** | Who was Medusa? How does the poet use language and structure to present the speaker in Medusa? | Analysis – peer assess |
| **8** | How can I improve my work? | Green pen |
| **9&10** | What is the poem Havisham about? does the writer use language to present the speaker in Havisham? | Analysis - self |
| **11&12** | Compare the ways that the speakers are presented in Medusa and Havisham? | Extended Writing |
| **13** | What is Salome about? Who was Salome? How might her story relate to the poem? | Analysis |
| **14** | How can I make improvements to my work? | Peer– green pen |
| **15** | What is ‘Porphyria’s Lover’ about? How is the speaker presented? | Green pen |
| **16** | To develop skills for comparison through analysing a good quality example. | Planning |
| **17&18** | How can I develop the skills for comparison of direct details through a poetry comparison essay? | Venn diagrams |
| **19&20** | Assessment Preparation & Assessment – comparison of poems | Assessment |
| **21-23** | What is black out poetry? How can I create my own? What is Tulips about – read and discuss | Peer |
| **24** | Assessment Feedback | Green pen |