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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading: Reading and responding to unseen texts** | Show a clear understanding of languag*e.*Understand how to synthesis information (summary) in two texts.Understand how to successfully compare texts.Select and apply textual detail to develop an effective response.Make accurate use of subject terminology |  |  |  |
| **Reading: Wider exploration of texts** | Demonstrate skills for comparison and analysisConvey an accurate understanding of writer’s methodsRespond to tasks set, linking to whole texts studiedExplore ideas, perspectives and contextual factors |  |  |  |
| **Writing: Content** | Demonstrates a clear and consistent understanding of purpose and audience Demonstrate writing that is matched to purpose Use a range of vocabulary to create effect  |  |  |  |
| **Writing: Organisation** | Demonstrate consistent use of structural features Demonstrate writing that is clear, incorporating a range of ideas Demonstrate writing that includes linked paragraphs with discourse markers  |  |  |  |
| **Writing: Technical Accuracy** | Use a range of punctuation with accuracy Use a consistent range of appropriate sentence forms for effect Make Accurate use of spelling Make use of a wide range of vocabulary |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **Lesson 1-5: Marriage Texts**How can we approach Victorian non-fiction? | Self assess |  |
| **2** | How can we apply language analysis skills to non-fiction? Q3 | Extended write Q3 | synthesisjudiciousemancipatedservileextremistamiableparasitetenacious |
| **3** | What do I have to do to write a summary of differences for Q2? | Mini extended write Q2 |
| **4&5** | How do I compare and analyse texts at the same time? Q4 | Extended write Q4 |
| **6** | Feedback on Q1-4 | Green pen |
| **7** | **Lessons 7-9: Education Texts**How can we apply our comparison skills to new non-fiction texts? Q1&3 | Extended write Q1&3 |
| **8** | Practice Q2 – how can I develop my independence? | Timed response Q2 |
| **9** | How can I develop language skills by analysing perceptively? Q4 | Venn diagrams |
| **10** | What is Q5? What do I have to do? What is the difference between Q5 P1 and Q5 P2? | Self assess |
| **11&12** | Planning a Q5 response and extended write. | Extended write |
| **13** | Practice response to unseen P1 Q1-4 | Extended writing |
| **14** | Feedback on Q5 response. | Green pen  |
| **15** | Practice unseen Q5 response. | Extended writing |
| **16-17** | Developing ideas for spoken language as a Q5 speech. Planning and writing. | Extended Writing |
| **18** | Feedback on Q1-4. | Green pen |
| **19&20** | Assessment: Language Paper 2 | Assessment |
| **21&22** | Spoken language assessments | Assessment |
| **23&24** | Feedback on assessment | Green pen |

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**Communications Faculty- Curriculum Intent - Year 10 Unit – Language Paper 2 (Q1-4)**