|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 analysis  Convey an accurate understanding of writer’s methods  Respond to tasks set, linking to whole texts studied  Explore 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 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | synthesis  judicious  emancipated  servile  extremist  amiable  parasite  tenacious |
| **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 |

****

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