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| **Topic** | **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** | **Key Words** |
| **1** | What happens in the play? (animated tales) | Peer and self assess | TempestOutcastOstracisedMarginalisedMonstrousHideousSorcererUsurperHeirIsolationsavageexile |
| **2** | Who’s who in The Tempest? | Self assess |
| **3&4** | How does Prospero control the action in the play? | Annotations and questions. |
| **5** | How is the character of Prospero presented in the first Act?  | Extended write |
| **6&7** | How does Prospero treat Ariel and Caliban? Why does he treat them differently? What does it tell us about the character of Prospero?  | Reading, annotations, extended questions |
| **8** | Feedback on extended write. | Green pen improvements |
| **9** | Why was Prospero exiled? Do we feel sorry for him or not?  | Peer assess |
| **10&11** | Assessment planning part 2 and assessment: Is Prospero a hero or a villain?  | Assessment  |
| **12&13** | How is Caliban presented in the play? Analyse quotations and discuss prejudices. Should Caliban be set free? | Discussion, self assessment. |
| **14&15** | How is Miranda presented in the play? What sort of life has she had? Creative writing task.  | Self assess. Green Pen improvements. |
| **16** | Assessment Feedback | Green pen  |
| **17** | Who would you send home from the island? Who deserves to be there and who doesn’t. Present your case.  | Peer assessment. |
| **18** | Explore the treatment of Caliban by Prospero. Extended write.  | Extended writing |
| **19&20** | Read to the end of the play. Are Prospero’s actions justified by the ending?  | Extended questions. |
| **21** | Feedback on extended writing.  | Green pen improvements. |
| **22-24** | Spoken language assessment – what makes a hero? Who is your hero? Individual presentations (preparation) | Peer assess presentations |

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**Communications Faculty- Reading Curriculum Intent - Year 8 Unit: Shakespeare: The Tempest**