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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 does the prologue tell us about the key themes and ideas in the play? Why does Shakespeare give so much away? | Translate the prologue | Conflict  Oxymoron  Tyrant  Benevolent  Feud  Patriarch  Misogynist  Impulsive  Procrastinate  Sonnet  Prologue  soliloquy |
| **2** | Who’s who in the play? Family tree. | Self assessment |
| **3&4** | How does the fight start at the beginning? How does Shakespeare present aggressive males? | Annotation and extended write |
| **5** | Why does Romeo speak in oxymorons? What impressions do we first get of him? | Annotations and questions. |
| **6** | Extended write: How is Romeo presented in the opening scene? | Peer assess |
| **7** | What first impressions do we get of Lord Capulet and his relationship with his daughter? | Annotations |
| **8&9** | How were women supposed to behave towards their fathers? Does Capulet (so far) behave like a conventional father? | Analysis and self assessment |
| **10** | What did the Elizabethans think about fate and destiny? How does this link to Romeo and the Capulet feast? | Annotations and questions |
| **11&12** | What are our first impressions of Juliet? How does she behave when she first meets Romeo? | Analysis of key scene |
| **13** | Green pen improvements on extended writing tasks | Peer– green pen |
| **14&15** | The balcony scene – what does Shakespeare think of love? | Annotations |
| **16** | What happens next? Why does Romeo kill Tybalt? | Planning |
| **17&18** | How does Capulet’s relationship with his daughter become violent? | Annotations and note making |
| **19&20** | Assessment preparation and assessment: How is the relationship between Juliet and Lord Capulet presented? | Assessment |
| **21-23** | What happens in the rest of the play? | Peer assessment |
| **24** | Assessment Feedback | Green pen |

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**Communications Faculty- Reading Curriculum Intent - Year 9 Unit: Shakespeare: Romeo and Juliet**