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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Language Paper 1**  **Questions 1-4:**  **Reading and responding to unseen texts** | Show a clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| Demonstrate a competent and clear understanding of unseen texts |  |  |  |
| Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| **Language Paper 1**  **Question 5:**  **Creative Writing** | Use accurate SPAG. Write in paragraphs which link coherently. |  |  |  |
| Use MASSIVE devices to create effective descriptions. |  |  |  |
| Use different sentence structures to create effects. |  |  |  |
| Use sophisticated vocabulary and punctuation. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | Descriptive writing skills recap – what makes an effective piece of writing? Produce your own descriptive piece. (Q5) | Extended Writing | insensible  melodramatic  desultory  circumspection  juvenile  juggernaut  apocryphal  acumen  atrocity  bona fide  malfeasance  renegade |
| **2** | What is the difference between descriptive writing and narrative writing? (Q5) | Self-assessment |
| **3** | How do writers create effective narratives? Analyse the language and structure of a narrative. (Q1-3) | Peer assessment |
| **4-6** | What makes an effective narrative? Create a character. Imagine the character in ordinary scenarios. Produce a narrative involving your character. (Q5) | Extended Writing |
| **7** | Unseen text – practice answering a Q2 – how does the writer use language to… | Practice answer (10 mins) |
| **8** | Feedback from descriptive piece, lesson 1 | Green Pen |
| **9** | Unseen text – practice answering a Q3 – how does the writer structure the text? | Practice answer (10 mins) |
| **10&11** | What is Q4? What are the skills? How is Q4 like Q2 and Q3? What does the mark scheme look like? What makes an effective answer? | Self-assess, GPI and Extended Writing |
| **12** | Feedback on lesson 4 – narrative writing and target setting for Q5. | Green Pen/Target Setting |
| **13** | New text – recap Q1-3 independently answer all 4 questions in the time limit given. | Assessment practice |
| **14** | Choose either a narrative or descriptive piece – independently complete in 45 minutes (15 mins planning). | Assessment practice |
| **15-17** | Feedback on Q1-5 and reflecting on how to improve and practising more questions. | Green Pen |
| **18** | Unseen text – Q1-4. Reflect on strengths and weaknesses. Assessment preparation. | Extended Write and Green Pen |
| **19** | Unseen Q5 practice – reflect on strengths and weaknesses – Assessment preparation. | Extended Write and Green Pen |
| **20** | Assessment: Language Paper 1 Q1-4 | Assessment |
| **21** | Assessment: Language Paper 1 Q5 | Assessment |
| **22-24** | Feedback on Q1-5 Language Paper 1. | Green Pen |

**Communications Faculty- Reading Curriculum Intent - Year 10 Unit: Autumn 2**

Language Paper 1 – Crime