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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is our topic? What is the problem with plastic? | Self assessment | contamination  noxious  empathy  imperilled  veganism  environmentalist  regime  vagabond  anecdote  derogatory  captivity  coherent |
| **2** | How do writers use language to feel empathy? How can we imitate this in our own writing? | Self assessment |
| **3&4** | How can we write to present a viewpoint? | Extended Writing |
| **5** | How do writers use structure to make texts interesting? | Low stakes quizzing |
| **6** | Why do we eat meat? Could you catch it, kill it and eat it? | Discussion and self assessment |
| **7** | Why is it important to write in paragraphs? What words are effective to link writing together? | Written summary |
| **8** | How can extended writing improve our next piece of work? | Green pen activity |
| **9** | What structural and language techniques are included in a letter? | Extended Writing |
| **10&11** | Is technology ruining communication?  Should mobile phones be banned in school? | Peer assessment/Group evaluations |
| **12** | What do you consider to be ‘bad manners?’ | Self assessment |
| **13** | What do you need for a formal letter? | Extended Writing |
| **14&15** | How does it feel to be homeless? | Written summary |
| **16** | What is anecdote? How do writers use it? How can we use it in our own writing? | Think, pair, share |
| **17** | How do writers use language and structure to persuade us? | Self assessment |
| **18&19** | Assessment preparation and assessment | Assessment |
| **20&21** | Is it right to keep animals in captivity? How do we write a speech to give a viewpoint? | Peer assessment |
| **22&23** | What makes an effective speech? What makes a good listener? (Spoken language presentations) | Evaluation/peer assessment/speeches |
| **24** | How can we improve our assessments? | Green pen improvements |

**Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Spring 2**

Language Paper 2 – Our World

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Language Paper 2**  **Questions 1-4:**  **Reading and responding to unseen texts** | Show a clear understanding of languag*e* |  |  |  |
| 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 comparison and synthesis |  |  |  |
| Convey an accurate understanding of writer’s viewpoints and perspectives |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| **Language Paper 2**  **Question 5:**  **Creative Writing** | Use accurate SPAG. Write in paragraphs which link coherently. |  |  |  |
| Use AFOREST devices to create effective persuasive and argumentative texts. |  |  |  |
| Use different sentence structures to create effects. |  |  |  |
| Use sophisticated vocabulary and punctuation. |  |  |  |