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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is poetry? | Peer assessment | naturalist  vengeance  semantics  pyre  contrast  equality  harbinger  colloquial  emotive  innocence  context  extended metaphor |
| **2&3** | How do we interpret and analyse poems? | Self assessment |
| **4&5** | How can we structure a response to poetry?  What is a semantic field? | Self assessment |
| **6&7** | What is an extended metaphor?  How can we work independently? | Peer assessment |
| **8&9** | What is a comparison?  How can we compare poems? | Extended Write |
| **10&11** | What is context? Why is it important? | Peer assessment |
| **12&13** | How can we make comparisons clear and direct? What is implicit and explicit meaning? | Self assessment |
| **14** | Comparing poems | Extended Write |
| **15** | Revise poetic techniques | Self assessment. |
| **16&17** | Plan and write a response to a poetry question | Extended Write. |
| **18** | How can we improve our work? | Green Pen |
| **19&20** | What is spoken word performance poetry? | Self assessment |
| **21** | What is unseen? Assessment preparation | Self assessment |
| **22** | Assessment | Assessment |
| **23** | How can we revise poetic techniques? | Self assessment |
| **24** | Feedback on assessment | Green Pen |

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**Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Spring 1**

**Poetry – Nature and the Natural World**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **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 |  |  |  |
| **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 |  |  |  |