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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 8 Unit: Autumn 2**  Language Paper 1 – The Dystopian World | **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** | What is a dystopian world? Writing creatively about a dystopian world. | Extended Writing | dystopia  repressed  oppressed  mirthless  decrepit  ominous  desolate  colossal  despondent  paranoia  rebellion  portentous |
| **2&3** | What are the skills needed for Q1-4 in language P1? Selecting and analysing quotations using PEEE. | Exploding quotations |
| **4&5** | To understand how a writer structures a text and what effect the structural techniques have. | Self-assessment |
| **6** | To evaluate the effectiveness of a text and express and support your own opinion. | Green Pen Improvements |
| **7&8** | Practice our Q1 and Q2 skills and responses. | Self-assessment |
| **9&10** | Practice our Q3 and Q4 skills and responses. | Self- assessment |
| **11&12** | Independent practice on a new unseen text Q1-4 | Assessment Practice |
| **13** | Descriptive writing skills – using the senses. | Practice Paragraphs |
| **14&15** | Descriptive writing skills – MASSIVE devices and pathetic fallacy | Self-assessment |
| **16** | Unseen Q5 practice – descriptive writing | Extended Writing |
| **17** | Feedback on lessons 11&12 – assessment preparation | Green Pen |
| **18** | Feedback on lesson 16 – assessment preparation | Green Pen |
| **19** | Assessment Q1-4 | Assessment |
| **20** | Assessment Q5 | Assessment |
| **21** | Feedback on assessment Q1&2 | Green Pen |
| **22** | Feedback on assessment Q3 | Green Pen |
| **23** | Feedback on assessment Q4 | Green Pen |
| **24** | Feedback on assessment Q5 | Green Pen |