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| **Topic**  **Communications Faculty- Non-Fiction Reading and Writing Curriculum Intent - Year 8 Unit: Spring 2**  Language Paper 2 – Weird and Wonderful | **Criteria** | **R** | **A** | **G** |
| **Language Paper 2**  **Questions 1-4:**  **Reading and responding to unseen texts** | Show a clear understanding of language |  |  |  |
| 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. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | How can we apply our comprehension skills to unseen non-fiction texts? | Self assessment | impresario  crusader  exhibit  pundit  proprietor  rudimentary  repellent  anachronism  melancholy  ancestors  implemented  exploit |
| **2** | How can we develop vocabulary range and compare opposing viewpoints? | Venn diagrams |
| **3&4** | How can we apply our skills so far to plan and write a persuasive article? | Extended writing |
| **5** | Why should we reflect on our extended writing? | Green pen improvements |
| **6** | How can we develop vocabulary through reading? | Summarising the text |
| **7** | How does the writer use language to make the reader sympathise with the subject? | Peer assessment |
| **8&9** | How can we plan for a and write piece of creative writing linked to the non-fiction topic? | Extended writing |
| **10&11** | How do AFOREST techniques help us to improve non-fiction writing? | Self assessment |
| **12&13** | What makes an effective speech? Writing a speech. | Extended writing |
| **14&15** | Assessment preparation and assessment. | Assessment |
| **16** | How does reciprocal reading help develop our understanding of non-fiction texts? | Self assessment |
| **17** | How can we summarise information from two texts? | Extended writing |
| **18&19** | How can we create different non-fiction texts? | Self assessment |
| **20-23** | Planning and presenting a group presentation on one aspect of the weird and wonderful. | Peer evaluation and assessment |
| **24** | Assessment feedback and improvements. | Green pen improvements |