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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 9 Unit: Autumn 2**  Language Paper 1 – Aspects of the Gothic | **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 the gothic? What are the features of the gothic? | Whole class feedback | gothic  somnambulism  prophetic  damsel  sensibility  impenetrable  decay  lunar  sequestered  reverie  architecture  narrative |
| **2** | Descriptive writing skills practice using gothic features. | Extended paragraphs |
| **3&4** | How do writers create gothic settings? Q1&2 lang 1. | Self-assessment |
| **5** | Q2 using PEEE paragraphs. | Extended Writing |
| **6** | How does Q2 link to Q4? Q4 practice. PEEE |  |
| **7** | Q4 extended writing. | Extended Writing |
| **8** | Feedback on lesson 2. How can we improve? | Green Pen |
| **9** | Q3 practice and extended writing | Extended Writing |
| **10** | How can punctuation improve our descriptive writing? Using ellipsis and dashes. MASSIVE devices. Q5 improvements. | Green Pen |
| **11** | Q1&2 Practice - unseen extract from Frankenstein. | Peer assessment |
| **12&13** | Q4 Practice – unseen extract from Frankenstein. | Self-assessment  Extended Writing |
| **14** | Q3 Practice – unseen extract from Frankenstein. | Peer assessment |
| **15** | MASSIVE and sentence structures how can we improve our Q5 responses? | Green Pen |
| **16** | Unseen extract: independent Q1-4 practice. | Extended Writing |
| **17** | Independent Q5 practice. | Extended Writing |
| **18 &19** | Feedback from lessons 16&17 – assessment preparation | Green Pen |
| **20&21** | Assessment Q1-4 and Q5 (two separate lessons) | Assessments |
| **22-24** | Assessment Feedback on both assessments | Green Pen |