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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is a disturbed voice? | Peer assessment | DisturbedUnhingedFeminismVengeancePsychopathSociopathTyrannicalInsidiousSinisterAmbiguousMalevolentAlluring |
| **2&3** | What is the poem Havisham about? How does the speaker show her ‘disturbed voice’? | Self assessment |
| **4&5** | What is the poem Hitcher about? How is the poem similar and different to Havisham? What is the speaker’s attitude towards the hitchhiker?  | Self assessment |
| **6&7** | What is the story behind the poem A Case of Murder? How does the poet make the young boy seem sinister? What techniques are used in this poem and what are their effects?  | Peer assessment |
| **8&9** | How can we use PEESEEE to compare poems? Compare how the speakers are presented in Havisham and A Case of Murder.  | Extended Writing |
| **10&11** | What is Education for Leisure about? Why was it banned? What is disturbing about the subject matter?  | Peer assessment |
| **12&13** | What is the poem Medusa about? How does the poem present the speaker as unhinged?  | Extended Writing |
| **14&15** | How can we improve our comparisons?  | Green pen  |
| **16** | What is the poem The Laboratory tell us about disturbed voices? | Self assessment. |
| **17&18** | What is the poem The Laboratory tell us about disturbed voices? | Peer assessment. |
| **19** | What connections can we make between the poems? | Self assessment |
| **20** | How can we improve our work? | Green pen |
| **21** | How can we plan our assessment? | Assessment plan |
| **22** | Assesment | Assessment |
| **23** | Assessment feedback | Assessment feedback |
| **24** | Improvements | Green pen |

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**Communications Faculty- Reading Curriculum Intent - Year 9 Unit: Spring 1**

**Poetry – Disturbed Voices**

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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 |  |  |  |