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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Autumn 2**  Language Paper 1 – Ghosts and the Supernatural | **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** | Finding explicit ad implicit information in a text. Strategies for approaching unseen texts (reciprocal reading). | Written Summary | unnerving  unperturbed  affrighted  resolution  evaluate  malignant  squalid  insidious  lugubrious  abrasive  malevolent  sceptical |
| **2&3** | Exploring implicit information, using quotations and PEEE. | Extended paragraph using PEEE |
| **4&5** | Exploring structure – structural features in a text and their effect. What is the difference between language and structure? | Paired feedback  & Self assessment |
| **6&7** | How do we explain the effects of structure? Writing about structure – Q3. | Extended Writing |
| **8** | Independently analysing quotations using PEEE | Peer assessment |
| **9&10** | Evaluating the effectiveness of texts and giving your own opinion. | Extended Writing |
| **11** | Practice Q1-4 independently with an unseen text. | Assessment Practice |
| **12-14** | Techniques for descriptive writing (Q5) – showing not telling, MASSIVE devices, the senses. | Practice Paragraphs |
| **15** | The importance of colons and semi-colons, using pathetic fallacy in writing. | Extended Writing |
| **16** | Using images as a stimulus for creative writing | Self-assessment |
| **17** | Q5 practice – descriptive writing using an image. | Extended Writing |
| **18** | Feedback on lesson 11 – assessment preparation. | Green Pen |
| **19** | Assessment Q1-4 | Assessment |
| **20** | Feedback on lesson 17 – assessment preparation | Green Pen |
| **21** | Assessment Q5 | Assessment |
| **22** | Assessment feedback Q1&2 | Green Pen |
| **23** | Assessment feedback Q3&4 | Green Pen |
| **24** | Assessment feedback Q5 | Green Pen |