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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 10 Unit: Spring 2**  Language Paper 2 – Power | **Criteria** | **R** | **A** | **G** |
| **Language Paper 2**  **Questions 1-4:**  **Reading and responding to unseen texts** | Show a clear understanding of languag*e* |  |  |  |
| 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** | What is the theme of this half term? What do we already know? | Whole class feedback | Corruption  Absolute power  Dictator  Jurisdiction  Magnate  Authoritarian  Criminality  Juggernaut  Dynamic  Influential  domineering  autocrat |
| **2** | How does the theme link to language paper 2? What is a viewpoint? What is a perspective? | Extended paragraphs |
| **3** | Reading unseen non fiction (modern) – what are the writer’s viewpoints about power? | Self-assessment |
| **4&5** | Reading non-fiction (modern) unseen. Question Question 3. | Extended Writing |
| **6** | Reading non fiction (19th Century) how do the viewpoints change across the centuries? Summarise the viewpoints . | Self assessment |
| **7** | How do we use PEEESEEE to compare texts? | Green pen |
| **8** | What is the difference between Q2 and Q4? | Green Pen |
| **9** | Plan and answer Q4 – comparing the two texts. | Extended Writing |
| **10** | New unseen texts – Q1 and Q3 Practice | Peer assessment |
| **11** | Q2 and 4 practice. | Peer assessment |
| **12** | How can we improve our responses? | Green pen |
| **13&14** | What is Q5 asking us to do? What is AFOREST? Spot AFOREST in the extract. Use it in your own extract as a response. | Peer assessment |
| **15** | Writing to argue – article. What does an article look like? How do we add weight to our argument? | Extended writing |
| **16** | Assessment independent practice Q1-4 | Assessment Prac |
| **17** | Feedback on Q1-4 – independent practice. | Green Pen |
| **18** | Practice Q5 – independently. | Green Pen |
| **19** | Feedback on Q5. | Green Pen |
| **20** | Assessment Q1-4 | Assessment |
| **21** | Assessment Q5 | Assessment |
| **22** | What other forms of animal cruelty are there? | Discussion |
| **23** | Assessment Q1-4 feedback | Green Pen |
| **24** | Assessment Q5 feedback | Green Pen |