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| **The Final Chapters**  **Year 10, Unit 1: 31st August – 8th October, 2021 (10SG)** | | | | | | | | | | |
| **ENGLISH – Explorations in creative reading** | | | | | | | | | | |
| **Key Characters** | | | **Curriculum Narrative.**  Throughout Key Stage Three, students have studied texts, analysed language and written creative and transactional responses. Everything we teach them is designed to prepare them for the demands of GCSE English Language and English Literature. This unit focuses on the artist and the architect as the students consider how texts are put together. | | | | | | | |
| **Learning Intentions** | | **Big Learning Questions** | | **Assessment Products** | | **Curriculum Standards** | |
|  | | **WEEK 1** | * To learn how to retrieve information. * To learn the difference between implicit and explicit information. | | What does skim and scan mean?  What does information retrieval mean?  What is the difference between implicit and explicit? | | Paper 1, Question 1 | | **Level 2: AQA GCSE English Language**   * AO1 – Identify and interpret implicit and explicit information. * AO2 – Make some comments on language and structure. * AO4 – Evaluate texts critically and use supporting evidence. * AO7 – Demonstrate presentation skills. * AO8 – Listen and respond appropriately to spoken language. * AO9 – Use Standard English effectively in presentations.   **AQA AS and A’ Level English Language**   * AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. * AO2: Demonstrate critical understanding of concepts and issues relevant to language use. * AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. | |
| **WEEK 2** | * To learn how to analyse language choices. * To learn how writers use language for effect. | | What linguistic devices do you know?  How do writers use language for effect? | | Paper 1, Question 2 | |
| **WEEK 3** | * To learn how to analyse structure. * To learn how writers use structure for effect. | | Why is structure important?  What structural devices do you know?  How do writers use structure for effect? | | Paper 1, Question 3 | |
| **WEEK 4** | * To learn how to evaluate a text. * To learn how to use supporting evidence. | | Why should you always agree with the statement in the question?  How do you evaluate a text? | | Paper 1, Question 4 | |
| **WEEK 5** | To learn how to respond to an exam paper.   * To learn how to set exam questions. | | How should you divide your time during the exam?  How many marks is each question worth?  What skills do you need for each question?  Does setting the questions help you to answer them? | | Paper 1, Question 1-4 | |
| **WEEK 6** | To learn how to write and deliver a presentation.   * To learn how to use standard English. | | What is standard English?  What are you going to do your presentation on?  What does a good quality presentation look like, sound like and feel like?  What does a good quality audience look like, sound like and feel like? | | Spoken Language presentation  (AO7, AO8 & AO9) | |
| **STUDENT ACADEMIC TARGETS** | | | | | | | | | | |
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