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| **Key Stage 4 English Language. Unit 1 Title : Producing non-fiction texts.****Year 10 Core Unit 6** |
| Subject Assessment FocusAO4 – Writing* Communicate clearly and imaginatively, using and selecting vocabulary appropriate to task and purpose.
* Organise information and ideas into structured sequences sentences, paragraphs and whole texts using structural features to support cohesion and overall coherence.
* Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

About the unitPreparation for Unit One Exam – Writing SectionWhere the unit fits in | ExpectationsAt the end of this unit**Some pupils will not have made so much progress and will**: Communicate with limited success; make reference to limited ideas have a limited awareness of audience, purpose and form. Sometimes their register will switch between formal and informal. They may use limited vocabulary.**Most pupils will**:. demonstrate the ability to write imaginative texts relative to audience and purpose. Most will communicate with some success. Most will attempt to organise, structure and sequence texts. They will be able to use vocabulary for effect. They will be able to make some attempts at using punctuation and sentence construction. They will usually be able to use Standard English appropriately**Some pupils will have progressed further and will**:Show clear and successful ability in communication and organisation of ideas. They will demonstrate clarity of thought and communicate with success. Will be able to engage the reader, taking into consideration audience purpose and form. Use appropriate linguistic features. Use vocabulary effectively. They will be able to use more complex grammatical structures, use sentence demarcation accurately and spell more ambitious words accurately.Language for learning* Non fiction
* Audience, purpose and form (genre)
* Text types – letter, speech, radio script, autobiography, text book…
* Writing to - explain, inform, describe, argue and persuade.
* Sentence types – simple, compound and complex
* Standard English
* Connectives
 | Cross Curricular Framework (CCF)A Cross Curricular Aspects1. **PLTS**

**1** Independent enquirers, **2** Creative thinkers, **3** Reflective learners, **4** Team workers, **5** Self Managers,**6** Effective participators.1. **ECM**

**1** Safety, **2** Healthy, **3** Economic well being, **4** Enjoy and **5** Participate.1. **KS Level 1, 2 and 3**

1 Communication, 2 ICT, 3 Improving learning and performance, 4 Problem solving, 5 Working with others.1. **WRL**

1 Develop skills 2 Extend experience and understanding, 3 Learn how business works, 4 Awareness of employment opps, 5 Consider career intensions, 6 Undertake tasks and activities, 7 Learn from employment sectors, 8 Develop experiences, 9 Engage with ideas and challenges.1. **21st Century Literacy**

1 A, 2 B, 3 C 4 D, 5 E, 6 F.B Wider Curriculum Dimensions**1** Identity and cultural diversity, **2** Community participation, **3** Healthy Lifestyles, **4** Enterprise, **5** Global dimension, **6** Technology and Media, **7** Creativity and critical thinking.C COLD Prior learningIt is helpful if pupils have:Developed their understanding of the close reading skill and have a rudimentary understanding of some writing skillsE ResourcesAll powerpoints for lessons included in SOWAll worksheets for SOW includedAQA website useful for mark schemes |

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| **Key Stage 4 Suject. Unit 1 Title : .****Year 10 Core Unit 1.?** |
| Lesson titles and Learning objectives**Pupils should learn:** | **Teaching activities** | **Learning outcomes****Pupils:** | **CCF and COL** |
| Lesson 1) Students will understand how to communicate clearly and imaginatively, using and selecting vocabulary appropriate to task and purpose. | Starter* Introduction to the writing section of the exam. Mind map key skills of good quality writing.
* Question students about how they can gain marks in the writing section of the exam.

Development Activities* Stick AOs into books. Students to consider GAP
* Students to create a grid in their books. Teacher will model different text types. Students to identify GAP and to write down the language features that helped them decide. Plenary
* Quick quiz on language features used in different text types and for different purposes.
* Revise the question asked at the beginning of the lesson. Are their responses more specific?
 | * Knowledge and understanding of different text types – audience, purpose and form.
* Development of concept of a range of criteria from assessment objectives.
* Development of process of using and selecting vocabulary appropriate to task and purpose.
 | PLTS 1, 3, 4 and 5ECM 4 and 5KS XWRL 1 and 221CL ZWCD COLHomeworkWriting to AOs in more simplistic terms.  |
| AO4Lesson 2. Learn audience, purpose and formIdentify different test typesWriting using stylistic conventions of text type | StarterQuestion – What do the terms purpose, audience and form mean? Students to discuss, then copy definitions into their books.Development Activities* Working in three separate groups, students to create three different lists of all the examples of text types, audiences and purposes.
* Teacher to model the identification of the genre, audience and purpose of a text.
* Working in pairs, students are to identify three more.
* Teacher to model a good opening paragraph from a piece of non-fiction writing. Students to identify its quality features.
* Students to independently write the next paragraph using the same conventions.

Plenary* What could you do to make an opening paragraph more arresting?
 | * Knowledge and understanding of different text types
* Development of concept of stylistic conventions
* Development of process of writing using stylistic language conventions
 | PLTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework – None today |
| AO4Lesson 3) Work on some written skills and accuracy. | Starter* Students to correct a badly punctuated, grammatically incorrect paragraph.

Development Activities* Remind students of AO – varying sentence lengths for effect etc.
* Discuss different sentence types.
* Teacher to model each sentence type and students to come up with their own examples.
* Teacher to model a d grade and c grade response to a question. Students need to identify some very specific differences. Students to answer questions on how they might be different.

Plenary* Students to write the opening sentence to a response question. They should then identify the sentence type and make a note about its dramatic effect.
 | * Knowledge and understanding of varying sentences for different effects.
* Development of concept of an awareness of different sentence types and the effect they can have on the reader
* Development of process of applying different sentence types to create an effect.
 | PLTS 1, 4 and 5ECM 4 and 5KS XWRL Y21CL ZWCD COLHomework –Write six sentences.2 simple2 compound2 complex |
| AO4Lesson 4) Learn about facts and opinions Understand the terms explain and inform.Learn conventions of this style of writing.Comprehension and independent writing. | StarterWhat is the difference between facts and opinions?Students to write down definitions and come up with their own examples.Development Activities* Look at a piece of writing about Emmerdale - identify/highlight the facts and opinions.
* Teacher to explain the conventions of writing to ‘explain’ and ‘inform’ – discuss the differences.
* Model a C grade response to an inform/explain question. What did the students do well?
* Independently – students to think about responding to a question about where they live. They should create a grid in their books, which helps to build up a body of writing.
* Students to write the first paragraph

PlenaryListen to some of their paragraphs, other students should identify where they have used particular conventions. | * Knowledge and understanding of facts and opinions and how they are used in nonfiction texts
* Development of concept of ‘writing to inform and explain’
* Development of process of using facts and opinions in their own writing. As well as using the conventions of writing to inform and explain
 | PLTS 1, 2, 3 and 5ECM 5 and 6KS XWRL Y21CL ZWCD 2 and 7COLHomeworkStudents to build their information writing. Write the second paragraph. |
| AO4Lesson 5) To consolidate our understanding of inform and explain.To write a letter of complaint.To peer assess writing | Starter* Re-cap conventions of writing to explain/inform.
* Why might you write a letter of complaint?
* What do people often feel the need to complain about?

Development Activities* Explain the idea behind a letter of complaint. Ask students to think about, formality, tone, layout and structure
* Model an extract from a letter of complaint, ask students to draw on prior knowledge to explain why it is a good letter.
* Set task – Write a letter of complaint to a mobile phone company. You recently bought a phone, it has broken, you have taken it back to the shop but they won’t exchange.
* Students to work in pairs, mind mapping and planning a response.
* Write the opening paragraph
* Peer Assess

Plenary* S &L tsk – Is it always right to complain?
 | * Knowledge and understanding of structure in writing As well as tone, formality and layout.
* Development of concept of writing a letter of complaint. Consider what it means to complain about something.
* Development of process of writing using correct structure, layout and vocabulary.
 | PLTS 1, 2, 3 4, 5 and 6ECM 5 and 6KS XWRL Y21CL ZWCD 1, 2 and 7COLHomework* Complete the letter for homework
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| AO4 -Lesson 6) Think critically about how the examiner wants you to write for the inform/explain style question.Consider mark schemeReflect and analyse 3 modelled responsesIndependent writingSelf-Assessment | Starter* What does the examiner want to see in your writing? Post it activity.
* Feedback

Development Activities* Introduce students to the mark scheme for a shorter writing task.
* Look at 3 different modelled responses. Students to grade/band them – they must justify their reasons for giving a particular mark/grade. They must refer to the mark scheme.
* Independently, students are to continue the response, taking into account mark scheme, stylistic conventions, grammar, punctuation etc.

Plenary* With close reference to the mark scheme, how might you improve your response?
 | * Knowledge and understanding of information and explanation writing. As well as an understanding of the examination criteria.
* Development of concept of reflection and analysis when looking at modelled texts
* Development of process of independent writing and self-assessment.
 | PLTS 1, 2, 3 and 5ECM 4 and 5KS XWRL Y21CL ZWCD COLHomeworkNone today |
| AO4Lesson 7) Looking structure in writing.Organising writing logically and coherently.Planning and writing.Assessment for next time | Starter* . How might structure affect your writing? How could the structure change the readers view?

Development Activities* Teacher to explain the importance of structure in writing.
* In pairs, students to cut up an email – re-order it so that it makes more logical sense and re-write any bits to make it more coherent.
* Read the D grade response and answer the discussion questions that relate to it.
* Students to respond to a letter-writing question. They must follow the plan (given by teacher)
* Students to self assess - check that they – wrote formally, developed ideas, had key points for their paragraphs

PlenaryWhat would you improve for next time? | * Knowledge and understanding of structure in writing and how this affects the text and its reader/audience.
* Development of concept of analysis, reflection and planning.
* Development of process of writing, assessing and improving.
 | PLTS 1, 2, 3 4, 5 and 6ECM 5 and 6KS XWRL Y21CL ZWCD 2 and 7COLHomework |
| AO4Lesson 8) Writing vivid and descriptive sentences.Look at descriptive writing techniques.Annotate and highlight a descriptive passageWrite their own passage using the stylistic conventions they have just learnt.Self-Assessment | Starter* Students to make some very boring sentences a bit more vivid and dramatic.
* Discuss as a group what kinds of strategies they were using to make their sentences more exciting.

Development Activities* Teacher to give information on writing to describe.
* Independently, students to fill in the writing to describe worksheet.
* Read and analyse a descriptive writing passage. Annotate and highlight all its descriptive features.
* Students to write about their favourite place
* Self assess using a checklist

Plenary* Write down a descriptive writing technique and an example of that technique. Next try to improve your example.
 | * Knowledge and understanding of descriptive writing techniques
* Development of concept of reading and analysing to enhance their own written work
* Development of process of applying descriptive writing techniques to their own writing.
 | PLTS 1, 2, 3 4, 5 and 6ECM 5 and 6KS XWRL Y21CL ZWCD 7COLHomeworkRedraft their writing on ‘My favourite place’ |
| AO4Lesson 9 ) To build on descriptive writing techniques.To reflect, analyse and annotate their own written paragraph. Consider how it could be improved.Reading and analysing extractStudents to write own descriptive piece.Peer Assess | StarterWrite a descriptive writing technique and an example.Development* Remind students of the language features of writing to describe.
* Look back at the paragraph you write last time. Annotate/highlight where you have used descriptive writing techniques. Re-draft it.
* Read ‘storms of silence’ answer the questions about it.
* Write your own paragraph using storms of silence as inspiration. Give students a sentence starter.
* Peer assess

PlenaryListen to some of the student’s piece of writing. | * Will have an understanding of descriptive writing techniques.
* Will develop a concept of analysis, reflection and improvement.
* Development of process of close reading and analysis to further enhance their own writing.
 | PLTS -1, 2, 3 and 6ECM 4 and 5KS XWRL Y21CL ZWCD 7COLHomework |
| AO4Lesson 10) Revision of exam skills and sentence types.Refer to exam question and look at the mark scheme.Pair work – analyse and reflect on 3 modelled examples of students responses.Responding to the question (writing independently) | Starter* Revise exam skills in relation to descriptive writing.
* What are the different sentence types we could use? Why might they be effective?

Development* Look at an old exam question. Look at the mark scheme for the exam question. Discuss what students must do to get a good mark.
* Working in pairs use the mark scheme to grade/band 3 students’ responses. Students must justify their reasons for their marks referring closely to the mark scheme.
* Independently – students are to respond to the question.
* 1. Create mind map and plan
* 2. Write two paragraphs

Peer Assess using mark schemePlenaryListen to some of their paragraphs. Students to identify where students have gained marks. | To develop an understanding of exam skills in relation to a descriptive writing questionDevelopment of concept of analysis and reflectionDevelopment of process of applying skills of writing to an exam style question. | PLTSECMKSWRL21CLWCDCOLWrite two paragraphs describing Greenwich in Wintertime. |
| AO4Lesson 11) Writing to argue and persuadeIdentify linguistic devicesLook at examples being used in non fiction texts – * Highlight/annotate features
* Write a paragraph independently
 | Starter Text Types* In what Genres may you find the purpose of writing to persuade and writing to argue – Complete Table.

Development Activities * Writing to Argue and Persuade. Identify Linguistic devices. Students to take notes.

**Letter** Writing.  Highlight and annotate Example 1 – including WWW and EBI.* Read example 2 as a class.
* Write one paragraph on one specific issue of uniform.

PlenaryShare responses – verbal peer assessment and grading. | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.
* Development of process of using and selecting techniques and vocabulary appropriate to task and purpose.
 | LTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework: * Complete Techniques grid.
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| AO4Lesson 12) Re cap linguistic features* Look at student response to an argue/persuade question – using mark scheme to identify how students were awarded a particular grade.
* Independent Writing of their own response to the same question. Peer assess
 | Starter* Complete Grid: Language devices required in writing to Argue

Development Activities - **Article** Look at student responses using mark scheme. * Preparing to respond – GAP – Planning
* Write own responses to the same questions

Plenary* Written peer assessment of paragraphs - WWW and EBI
 | * To Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.

Development of process of using and selecting techniques and vocabulary appropriate to task and purpose. | LTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework – None today |
| AO4Lesson 13) As with lesson 12 – using a different form – speech | * Starter

 Complete Grid: Language devices required in writing to PersuadeDevelopment Activities - **Speech*** Look at student responses using mark scheme.
* Preparing to respond – GAP – Planning
* Write own responses to the same questions

Plenary* Written peer assessment of paragraphs - WWW and EBI
 | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.

Development of process of using and selecting techniques and vocabulary appropriate to task and purpose. | PLTS -1, 2, 3 and 6ECM 4 and 5KS XWRL Y21CL ZWCD 7COLHomework* Using questions from class as examples come up with your own topic, issue and concerns to introduce as an exam question. Remember GAP!
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| AO4Lesson 14) Work on some written skills and accuracy. | Starter* Anagrams

Development Activities* Sentence Structure – a variety of sentence types
* Punctuation - a variety of punctuation through awareness of purpose.
* Vocabulary – Thesaurus work to develop individual language.

Plenary* Sharing of paragraphs and Quick Quiz,
 | * Knowledge and understanding of varying sentences for different effects.
* Development of concept of an awareness of different sentence types and the effect they can have on the reader

Development of process of applying different sentence types to create an effect. | LTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework – None today |
| AO4Lesson 15) Prep for assessment | Starter* Exam Paper appearance

Development* Questions 7 - Mark Scheme

What you’ve written / How you’ve written / Spelling, punctuation and sentence structures.Grade EGrade DGrade C x2Plenary* Have students identify where they are currently working in the marking scheme and what specific skills they need to be addressing to reach their target grade.
 | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.

Development of process of using and selecting techniques and vocabulary appropriate to task and purpose. | PLTS -1, 2, 3 and 6ECM 4 and 5KS XWRL Y21CL ZWCD 7COLHomework: * Redistribute student prepared questions from previous homework. Ask students to write one paragraph on how they would respond to the question they are given. (make sure students are not given their own question)
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| AO4Lesson 16) Prep for assessment - Mock | Question 6Starter* Reading time – Question (GAP) and mark scheme

Development* Controlled conditions

Writing -Timed response (25 minutes)PlenaryHear responses | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.

Development of process of using and selecting techniques and vocabulary appropriate to task and purpose. | LTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework – None today |
| AO4Lesson 17)Prep for assessment - Mock | Question 7Starter* Reading time – Question (GAP) and mark scheme

Development* Controlled conditions

Writing-Timed response (35 minutes)PlenaryHear responses | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.
* Development of process of using and selecting techniques and vocabulary appropriate to task and purpose.
 | LTS 1, 4 and 5ECM 5 and 6KS XWRL Y21CL ZWCD COLHomework – None today |
| AO4Lesson !8) Mock Feedback | Starter * Read over question and marking criteria

Development* Students compare their feedback to mark scheme and spend the lesson developing their response to the question they received the most disappointing grade on.

Plenary* Have students explain to one another, what they needed to focus on and how they developed their responses to the class.
 | * Knowledge and understanding of writing to argue and persuade through different text types – audience, purpose and form.
* Development of writing to argue and persuade concept.
* Development of process of using and selecting techniques and vocabulary appropriate to task and purpose.
 | PLTS -1, 2, 3 and 6ECM 4 and 5KS XWRL Y21CL ZWCD 7COLHomework – Revision |
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