

Lesson	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (incl ILT)	Identify S4L and ECM	Links to work experience and/or vocational relevance	Syllabus/Unit [Cross Referenced to Lesson Plan]	Assignment/Assessment Activities Is assessment being used as an effective tool to determine what students know and what they don't? Are assessment strategies differentiated?
1	Icebreaker Course outline and expectations Written diagnostic assessment punctuation Proofreading non-fiction texts-Audience & purpose	Find someone who ... Matching punctuation to examples and definitions Place in position easiest to most advanced on punctuation pyramid Discuss the role of punctuation and expectations in assessment Identify audience & purpose in texts (p88-91 AQA GCSE English & English Language Higher Tier) Proofreading activity Close reading of a non-fiction text (eg Wolves) for meaning and then for features of information, presentation & language Examine extract (eg Red Rover) for simile & metaphor Complete suggest comments Introduce Moodle	PPT AQA text Extracts	3 4 5 Rt/L2.2 Rt/L2.3 Rs/L2.1 Ws/L2.4 SLlr/L2.1 SLd/L2.4	Create a warm , secure environment Fire alarm instructions	Unit 1 understanding and producing nonfiction texts -the exam Unit 3a: Understanding Creative texts Unit 3b Producing Creative texts	Formative Written assessment Appropriate matching of texts to audience & purpose Oral responses Q + A Identification of simile & metaphor and comment Prompt those who write comments more easily to develop them
2	Give students week to week guide Punctuation speech marks Set targets	Recap on course outline using course donut - the course divided into segments Place exam date in diaries Recap on key terms from last week : Audience, purpose, etc Recap on simile and metaphor using	PPT Umbrella – music clip	3 4 5		1. 3a 3b	Formative Accurate labelling of text for use of the comma Logical placing of words in a continuum

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2	<p>for writing in response to work from last session and relate to assessment criteria</p> <p>proofreading</p> <p>Recap simile & metaphor</p> <p>Poetry analysis Eg 'Stealing' – Carol Ann Duffy</p>	<p>'Umbrella' lyrics http://www.youtube.com/watch?v=CvBfHwUxHIk</p> <p>Examine and practise the use of speech marks and commas to punctuate direct speech</p> <p>Match uses of the comma to examples and discuss function of the comma</p> <p>Place synonyms /words/verbs into a continuum of intensity eg say, shout, yell (p99-100 Higher Tier book)</p> <p>Cloze activity on a poem (eg Stealing) Identify key points of the poem, including language features</p> <p>Proofreading homework</p>	<p>Cut up – individual words</p> <p>AQA book</p> <p>poem</p>	<p>Rt/L2.2 Rt/L2.3 Rs/L2.1</p> <p>Ws/L2.4</p> <p>SLlr/L2.1</p> <p>SLd/L2.4</p>			<p>Tutor observation</p> <p>Cloze on 'Stealing' appropriate creation of meaning</p>
3	<p>Punctuation How punctuation affects meaning</p> <p>Proofreading</p> <p>Varying sentences and</p>	<p>Match correct paired captions to pictures based on punctuation</p> <p>The man went into the building – constructing varied sentences (or p 105-109 Higher Tier)</p>	<p>PPT</p> <p>Cut ups of Man into building</p>	<p>3 4 5</p>		<p>1 3a 3b</p>	<p>Formative</p> <p>Accurate placing of captions with pictures</p>

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3	<p>vocabulary</p> <p>Narrative hooks / Openings & endings</p> <p>Examine extract – Cider with Rosie opening</p> <p>Poetry Analysis Essay technique</p> <p>Suggest comments On a poem (eg 'Ozymandias'-PB Shelley)</p>	<p>Examine narrative openings for Qs raised in the mind of readers Discuss beginning, middle , end of creative texts</p> <p>Examine extract form opening of 'Cider With Rosie' – Laurie Lee extract for techniques: simile, metaphor, adjectives, verbs, senses,</p> <p>Annotate the poem Produce suggest comments on the poem Cloze or some DARTS activity on a poem Examine an essay type Q eg How is the character presented in the poem ? Produce suggest comments in response Homework-Write about a memorable holiday you have had</p>	<p>Example of opening</p> <p>Cider</p> <p>Poem</p>	<p>Rt/L2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1</p> <p>Ws/L2.4 Wt/2.4</p> <p>SLlr/L2.1</p> <p>SLd/L2.4</p>			<p>Q & A</p> <p>Identification and explanation of techniques</p>
4	<p>Proofread a passage for punctuation</p> <p>SPAG (Spelling, Punctuation, Grammar)</p> <p>Poetry analysis</p>	<p>Identify errors and amend</p> <p>Self assessment of own writing – technical aspects and literary techniques</p> <p>Darts activity on a poem Eg sequencing or replacing missing</p>	<p>PP</p> <p>Passage</p> <p>Outing extract</p>	<p>3 4 5</p> <p>Rt/L2.2</p>		<p>1</p> <p>3a 3b</p>	<p>Formative</p> <p>Placing punctuation correctly</p> <p>Q & A</p>

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4	<p>(eg 'The River God' – Stevie Smith)</p> <p>Paragraphs</p> <p>Wispa targets recap Self assessment of 15 mins writing</p> <p>Creative Writing techniques</p> <p>Essay technique & PEE chains</p> <p>Point, Evidence, Explanation</p> <p>Conjunctions</p>	<p>line into the text</p> <p>Suggest reasons for new paragraphs (p94-98 Higher Tier)</p> <p>Identification and analysis of techniques and vocabulary in a prose extract (eg Dylan Thomas – 'The Outing')</p> <p>Introduce title for Producing Creative Texts controlled assessment</p> <p>Model PEE chain</p> <p>Complete Pee chains on the Outing</p> <p>Ensure that comments relate to the quotation</p> <p>Extend simple sentences using conjunctions</p>	<p>AQA book</p> <p>Whiteboard</p>	<p>Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4</p> <p>SLlr/L2.1</p> <p>SLd/L2.4</p>			<p>Writing PEE chains</p>
5	<p>Commas Comma splice 1</p> <p>Paragraphs and topic sentences</p>	<p>Recap on uses of the comma</p> <p>Identify comma splice in examples and correct</p> <p>Match topic sentences Write missing topic sentences for paragraphs</p>	<p>PP</p> <p>Dice</p> <p>paragraphs</p>	<p>3 4 5</p> <p>Rt/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.</p>		<p>1 3a 3b</p>	<p>Formative</p> <p>Use of flashcard – yes/no to show understanding</p>

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5	<p>Apostrophes of contraction & possession</p> <p>Recap on previous poetry</p> <p>Poetry analysis (eg Her Husband)</p> <p>PEE chains Development of these</p>	<p>Place apostrophes correctly into examples</p> <p>Use dice to prompt writing including range of necessary features & techniques</p> <p>Model planning eg bullets, spider diagrams Plan for controlled assessment</p> <p>Identify key features of the poem and produce PEE D chains</p> <p>Examine criteria and relate to work already done on poetry</p>	<p>Whiteboard</p> <p>Poem</p>	<p>1 Ws/L2. 1 Ws/L2. 2 Ws/L2. 4 Wt/L2. 1 Wt/L2. 3 Wt/2.4</p> <p>SLlr/L2 .1</p> <p>SLd/L2 .4</p>			<p>Correct individual use of the techniques</p> <p>Comments develop from quotations More able to develop comments</p>
6	<p>Commas & comma splice2 Controlled</p> <p>Assessment: Producing Creative Texts 1 hour</p>	<p>Identify the comma splice in examples Be able to explain the comma splice</p> <p>Controlled Assessment:</p>	<p>PP</p> <p>Internet: BBC clip</p>	<p>3 4 5</p>		<p>1 3a 3b</p>	<p>Summative CA Writing</p> <p>Formative</p>

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6	<p>Poem: 'Hunchback in the Park' - Dylan Thomas</p> <p>Language, Intention, Structure, Tone, Techniques</p> <p>Poetry analysis & PEED</p>	<p>Eg The Day That Changed My Life</p> <p>Highlight key features of a poem Eg 'Hunchback in the Park' – Dylan Thomas</p> <p>How he behaves, is treated, Identify key features of language, http://www.bbc.co.uk/learningzone/clips/dylan-thomas-the-hunchback-in-the-park/11728.html</p> <p>Comment completion Develop PEE chains into PEED</p>	<p>on poem</p> <p>Whiteboard</p>	<p>RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/L2.2 Wt/2.4</p> <p>SLlr/L2.1 SLd/L2.4</p>			<p>Q & A</p> <p>Accurate line completion</p> <p>Appropriate PEE chains</p>
	Homework	Poetry: In Church, Base Details, My Grandmother					
7	<p>Punctuation</p> <p>Feedback on Writing Controlled assessment</p>	<p>Multiple choice which comma is the correct one in different versions of the same sentence</p> <p>Set targets from CA</p> <p>Recap on poetry from previous</p>	<p>PPT</p> <p>Poems</p> <p>Marked CAs</p>	<p>3 4 5</p> <p>RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1</p>		<p>1 3a</p>	<p>Formative</p> <p>Q & A</p>

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7	Poetry analysis Structure in poetry Poem: 'Disabled' by Wilfred Owen Poem: 'Follower' – Seamus Heaney Timed writing on poetry	sessions-Stealing, Hunchback, Introduce structure in poetry Examine a regular poem and free verse Identify main features in poetry read Examine criteria for CA poetry Identify key features of a poem Eg 'Disabled –Wilfred Owen' of language, ideas/intention, structure, technique (LIST) in Disabled Produce PEE chains Self assess PEED chains against criteria Identify key features of language, ideas/intention, structure, technique (LIST) in Follower		Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 SLlr/L2.1 SLd/L2.4			
8	Timed writing on poetry Structure in Poetry	Recap criteria Recap on literary techniques Eg matching examples from the poems to definitions Reassemble cut up of 'The Cat' poem Discussing choices made	PP Poems Cut up poem	3 4 5 RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Wt/L2.2 Wt/2.4		1 2 3a	Formative Successful completion of matching activity and extension through questioning about the effect of lines given PEE chains
8	Poem Eg 'My Last Duchess'	Identify key features of language,					

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	<p>-Robert Browning</p> <p>Poem: 'Alison (Case History)' –UA Fanthorpe</p> <p>Assessed discussion related to the characters in the poetry</p>	<p>ideas/intention, structure, technique (LIST) in 'Last Duchess'</p> <p>Identify key features and produce PEED chains</p> <p>Examine 'Alison' and contrast her life before & after the injury</p> <p>Speaking and Listening Assessment In small groups -3/4 Eg Compare and contrast each main character with the others</p> <p>Discuss alternative titles for the poems & suggest others</p>		<p>SLlr/L2</p> <p>.1</p> <p>SLdL2.</p> <p>2</p> <p>SLd/L2</p> <p>.3</p> <p>SLd/L2</p> <p>.4</p> <p>SLd/L2</p> <p>.5</p>			<p>Q & A</p> <p>Summative S & L discussion</p>
99	<p>Punctuation</p> <p>Poetry prep</p> <p>Timed writing</p> <p>Examination of criteria</p> <p>Examination of student Essay exemplars</p>	<p>Punctuate a given passage Take answers from group and use smiley flashcards/mini-whiteboards for whole group response</p> <p>Match pictures to parts of the poem (eg Alison)</p> <p>Recap on Poetry so far – Language, intention, tone, techniques, structure</p> <p>Planning for poetry controlled assessment – collect in but give a</p>	<p>PP</p> <p>Essay exemplars</p> <p>Whiteboard</p>	<p>3</p> <p>4</p> <p>5</p> <p>RT/2.2</p> <p>Rt/L2.3</p> <p>Rt/L2.7</p> <p>Rs/L2.</p> <p>1</p> <p>Ws/L2.</p> <p>1</p> <p>Ws/L2.</p> <p>2</p> <p>Ws/L2.</p>		<p>1</p> <p>3a</p>	<p>Formative</p> <p>Quiz on lines from earlier poetry</p> <p>Writing comments using whiteboards and stems</p> <p>Self-assessment</p>

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		<p>copy + blank for those who want to do develop for homework</p> <p>Identify PEED in exemplars and features a marker would credit</p> <p>Practice writing comments about key lines</p> <p>Self assessment against criteria</p>	<p>Plot summary & lines</p> <p>internet</p>	<p>4 Wt/2.4</p> <p>SLlr/L2 .1</p> <p>SLd/L2 .4</p>			<p>Matching of lines into plot summary</p> <p>Q & A</p> <p>Identification of tragedy in the play</p>
10	<p>Poetry Controlled Assessment</p> <p>Mice & Men Plot</p> <p>Relationship between George and Lennie</p>	<p>CA Poetry: How is the main character presented in three of the poems you have studied ?</p> <p>Pre-reading –scanning activity for key descriptions of characters</p> <p>Read a summary of whole plot of M &</p>	<p>PPT</p> <p>BBC clip of To a</p>	<p>3 4 5</p> <p>RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2. 1 Ws/L2.</p>		<p>1. 3a 3b</p>	<p>Summative</p> <p>Formative</p> <p>Matching of quotes to the summary</p> <p>Appropriate placing of character pictures and rationale</p>

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10	<p>Presentation of Lennie</p> <p>Exemplar essay</p> <p>Essay technique – Point, Evidence, Explanation, Development</p> <p>The American Dream</p>	<p>M and match with quotes from the text</p> <p>How is Curley's Wife presented in the summary ?</p> <p>Examine the relationship between George & Lennie</p> <p>Examine exemplar essay and identify features of PEED, and relation to markscheme</p> <p>Write PEED chains on Lennie's character and language used to present him</p> <p>Students place pictures of characters into a diagram and explain reasons for location</p> <p>Relate the American Dream to the novel http://www.bbc.co.uk/learningzone/clips/was-the-american-dream-realistic/11140.html</p>	<p>Mouse</p> <p>Plot summary</p> <p>Picture cards of characters</p>	<p>1 Ws/L2.</p> <p>2 Ws/L2.</p> <p>4 Wt/2.4</p> <p>SLlr/L2 .1</p> <p>SLd/L2 .4</p>			<p>Identify PEE features in exemplar</p> <p>Write analysis of presentation of Lennie</p>
11	<p>Mice & Men</p> <p>Punctuation</p> <p>Recap on plot</p>	<p>Place commas correctly</p> <p>Draw links between pictures of the characters</p>	<p>PPT</p> <p>Pictures</p> <p>Extracts from the</p>	<p>3 4 5</p> <p>RT/2.2 Rt/L2.3</p>		<p>1 3a</p>	<p>Formative</p> <p>Correct placing of commas</p>

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11	Life on the ranch Presentation of Curley's wife	<p>Play 10 questions using the pictures as a prompt</p> <p>Examine life on the ranch and in the bunkhouse Watch BBC clip on the social background etc www.bbc.co.uk/learningzone/clips/john-steinbecks-of-mice-and-men-historical-context-pt-1-4/8168.html</p> <p>Answer questions on the reader's first impressions of Curley's wife</p> <p>Define misogyny</p> <p>Examine Whit and George's conversation about Curley's wife by suggesting what specified words suggest</p> <p>Watch key scenes from the film version</p> <p>Brainstorm LIST Curley's wife Language, ideas, structure, context</p> <p>Use thinking hats to consider Curley's wife</p>	text DVD 'Of Mice and Men'	Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 SLlr/L2.1 SLd/L2.4			Suggest comments about the conversation between Whit and George
12	Mice and Men	Examine stills from the film and relate to the summary	PPT	3 4		1 3a	Formative

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12	<p>Presentation of Curley's wife</p> <p>Examine criteria</p>	<p>Quiz on the novel</p> <p>Examine the use of punctuation in an extract. Identify and discuss effects</p> <p>Recap on Curley's wife</p> <p>In groups examine Curley's wife in the scene in Crook's room</p> <p>Individually complete the table (point out this is basically PEE chain structure)</p> <p>Examine the scene in the barn when Curley's wife is killed by Lennie</p> <p>Look for evidence of four statements</p> <p>Examine the final description Curley's wife</p> <p>LIST Curley's wife</p> <p>Refer students to BBC revision site: http://www.bbc.co.uk/schools/gcsebites/ize/english_literature/prosemicemen</p>	<p>Stills from the film</p>	<p>5</p> <p>RT/2.2</p> <p>Rt/L2.3</p> <p>Rt/L2.7</p> <p>Rs/L2.1</p> <p>Ws/L2.1</p> <p>Ws/L2.2</p> <p>Ws/L2.4</p> <p>SLlr/L2.1</p> <p>SLd/L2.4</p>			<p>Quiz answers</p> <p>Correct placing of appropriate punctuation</p>
	Break						

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13	Mice & men Recap on criteria	<p>What do listed objects have to do with Curley's wife ?</p> <p>Draw links between each of the characters and Curley's wife using a sheet of pictures of the characters Choose a word/phrase to sum up each relationship</p> <p>Examine Steinbeck's use of language by comparing his description with simplified /neutral description</p> <p>Recap on scenes involving Curley's wife</p> <p>Watch key scenes from the film</p> <p>Possible en1 assessment Discuss adjectives/descriptions of Curley's wife and decide how accurate they are – backup with textual detail.</p>	<p>PPT</p> <p>Sheet of pics</p> <p>DVD Projector</p>	<p>3 4 5 RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2. 1 Ws/L2. 1 Ws/L2. 2 Ws/L2. 4</p> <p>SLlr/L2 .1 SLd/L2 .1 SLd/L2 .2 SLd/L2 .3 SLd/L2 .4</p>		3a 2	<p>Formative</p> <p>Identifying when quotes have been used</p>
14	Controlled assessment:Prose	Controlled Assessment : How is Curley's Wife Presented in 'Of Mice and Men' ? (1 hour 20 mins)	PPT	<p>RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2. 1 Wt/2.4 Wt/L2. 6</p>			

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14	<p>Shakespeare</p> <p>Expectations created by the opening</p> <p>Presentation of Tybalt's character in 1,1</p> <p>Controlled Assessment</p>	<p>Match modern paraphrases to Shakespeare's lines</p> <p>Read a plot summary and suggest likely speakers and places for Shakespeare's lines to have come from</p> <p>What evidence is there of a tragedy in the play ?</p> <p>Examine the prologue www.bbc.co.uk/learningzone/clips/romeo-and-juliet-prologue/9892.html</p>	<p>Romeo & Juliet plot summary</p> <p>Key lines from the play and paraphrases</p>	<p>SLlr/L2</p> <p>.1</p> <p>SLlr/L2</p> <p>.2</p> <p>SLd/L2</p> <p>.4</p>			
15	<p>Shakespeare</p> <p>Tybalt</p>	<p>Define brawl</p> <p>Read the first scene and examine Benvolio and Tybalt</p> <p>PEE chain on Tybalt in 1,1</p> <p>Line finding on the Prince's speech What expectation is being created ?</p> <p>Complete a diagram suggesting links</p>	<p>PPt</p> <p>DVD</p> <p>R & J</p>	<p>RT/2.2</p> <p>Rt/L2.3</p> <p>Rt/L2.7</p> <p>Rs/L2.1</p> <p>Wt/2.4</p> <p>Wt/L2.6</p> <p>SLlr/L2</p> <p>.1</p>	<p>1</p> <p>3a</p>		<p>Formative</p> <p>Completion of matching activities</p> <p>Completion of a PEE chain in the correct format with comment rooted in the text</p> <p>Selection of correct lines from Prince's speech</p>

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15		<p>between the characters</p> <p>Read Benvolio's advice on love and paraphrase (define paraphrase)</p> <p>Watch the opening of the film of Romeo and Juliet – (Baz Luhrman or Zefferelli) Use viewing prompts</p> <p>Relate ideas learnt about Tybalt to the assessment criteria</p> <p>Match keywords to their descriptions</p> <p>Examine pictures of Mandela, Darth Vader and lovesick dinosaur – which characters are they ?</p>		SLIr/L2 .2 SLd/L2 .4			<p>Completion of a diagram and explanation of the links between characters</p> <p>Matching paraphrased lines</p> <p>Keywords bingo</p>
16	<p>Recap on the plot</p> <p>Examine the presentation of Tybalt</p> <p>Essay technique PEED chains</p>	<p>In groups use pictures to retell the story of Romeo and Juliet - create a display of the plot</p> <p>Recap on Darth Vader , etc and introduce Wayne Rooney as Mercutio</p> <p>Read the party scene and find lines Examine the characters Write PEE chains about Tybalt develop into PEED chains</p>	<p>PPT</p> <p>Extracts from Romeo and Juliet</p> <p>DVD R & J</p>	<p>3 4 5</p> <p>Rt/L2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1</p> <p>Ws/L2.4</p>		<p>1 Unit 2: Speaking and Listening 3a</p>	<p>formative</p> <p>relating the plot and use of markers</p> <p>Completion of a PEE chain in the correct format with comment rooted in the text</p>

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16	Define Drama, suspense, dramatic irony Examine criteria for Examine Speaking and Listening criteria and watch some clips of individual orals	Define & discuss drama and explain why the ending to 1,5 is dramatic What expectations are created ? Watch the film of Romeo and Juliet – (Baz Luhrman or Zeffereilli) focusing on key moments involving Tybalt using viewing prompts Watch and assess presentations on AQA exemplar DVD Homework : prepare for speaking and listening presentation		Wt/2.4 SLlr/L2 .1 SLd/L2 .4			
17	Shakespeare Recap on plot Presentation of Tybalt	Multiple choice quiz on the play Summarise Tybalt's story using discourse markers Recap on key lines and events as they relate to Tybalt Write PEE chains on Tybalt What elements of Tragedy have we had ? Watch the film of Romeo and Juliet – (Baz Luhrman or Zeffereilli) focusing on key moments involving Tybalt using viewing prompts	PP Copies of criteria DVD	3 4 5 Rt/L2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.4 Wt/2.4		1 3a	Formative Quiz answers Sequencing events from the fight scene Completion of a PEE chain in the correct format with comment rooted in the text

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		Match stills from the film to lines		SLIr/L2 .1 SLd/L2 .4			
18		<p>Multiple choice quiz on the play</p> <p>Punctuation activity</p> <p>Examine Mercutio's description of Tybalt Relate this to the historical context</p> <p>Read the fight scene and sequence</p> <p>Examine Nurse's reaction to Tybalt's death</p> <p>Match events and lines from the main scenes involving Tybalt</p> <p>Explain why the scenes are dramatic</p>					
19	Shakespeare Romeo & Juliet	Examine all of Tybalt's lines – are they commands , etc What do they reveal about him	PPT DVD	3 4 5 Rt/L2.2		1 2 3a 3b	Formative Identification of who said lines Prompt learners to say what lines reveal

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19	Romeo & Juliet Social/historical context Tybalt Individual S & L Assessment	Consider drama and suspense What is the drama in each of these lines chosen from 3,1 ? Use dice or cards to prompt use of discourse markers and linking phrases to summarise Tybalt's behaviour Individual S& L assessment Eg Interview for your dream job Present on a topic of your choice		Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.4 SLlr/L2.1 SLc/L2.1 SLc/L2.2 SLc/L2.4 SLd/L2.4			Completion of a PEE chain in the correct format with comment rooted in the text Make links between the context and Mercutio's description
20	Shakespeare Controlled Assessment Writing WISPA in relation to Narrative Examine writing criteria	Controlled Assessment : How is Tybalt Presented in Romeo & Juliet ? (1 hour, 20 minutes) Recap on WISPA as acronym: words, information, sentences, structure, punctuation, paragraphs, purpose, audience Draw out links to markscheme	PPT A4 paper Whiteboard	3 4 5 RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4		1 3a 3b	Summative

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20	Watch extract from an appropriate film as stimulus to writing	<p>Evaluate student exemplar against WISPA</p> <p>Brainstorm character's feelings, thoughts, and recap on events in the extract</p> <p>Writing techniques recap: adjectives, senses, similes, repetition, etc Re-inforce the idea of range and variety of punctuation, vocabulary, sentence structure</p>		<p>Wt/2.4</p> <p>SLlr/L2 .1</p> <p>SLd/L2 .4</p>			
21	<p>Writing</p> <p>SPAG (Spelling, Punctuation, Grammar)</p> <p>Writing Techniques</p>	<p>Role Play</p> <p>Examine criteria</p> <p>Examine student writing exemplars</p>	<p>PPT</p> <p>Exemplars</p>	<p>3</p> <p>4</p> <p>5</p> <p>RT/2.2</p> <p>Rt/L2.3</p> <p>Rt/L2.7</p> <p>Rs/L2.1</p> <p>Ws/L2.1</p> <p>Ws/L2.2</p> <p>Ws/L2.4</p> <p>Wt/2.4</p>			Summative

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22	Writing Non-fiction Reading	Controlled Assessment : Producing Creative Texts Audience Purpose Presentation Information Language in non-fiction Audience and purpose in texts	PPT Extracts	3 4 5 RT/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4			Summative
23	LAST Chance CAs Recap on non-fiction APPIL: Audience, purpose, presentation, information, language 23 SPAG (Spelling, Punctuation, Grammar)	The importance of audience and purpose P124-127 AQA Higher Tier book Assemble a leaflet/poster leaflet from cut ups and discuss reasons for choices made (eg Swimathon leaflet) In groups examine some adverts for presentation, information & language etc Suggest effects Identify features of appil in a text and	PPT AQA textbook	3 4 5 Rt/L2.1 Rt/2.2 Rt/L2.3 RT/L2.4 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4		1. 3a 3b	Correctly proofreading passage And suggestions of alternate placing of appropriate punctuation

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		<p>suggest effects Teacher to model then students to work in groups to identify these features and their effects</p> <p>Proofread a passage for punctuation</p> <p>Peer assessment: write a passage without punctuation- swap with another student who places in appropriate punctuation</p>		<p>Wt/2.4</p> <p>SLIr/L2 .1</p> <p>SLd/L2 .4</p>			
24	<p>Writing to inform &advise</p> <p>SPAG (Spelling, Punctuation, Grammar)</p>	<p>Use dice to prompt usage of a range of features</p> <p>Recap on punctuation Identify within a text and suggest functions for each mark</p> <p>Recap on paragraphs and topic sentences – write topic sentences</p>	PPT	<p>3</p> <p>4</p> <p>5</p> <p>Rt/2.1</p> <p>Rt/2.2</p> <p>Rt/L2.3</p> <p>Rt/L2.5</p> <p>Rt/L2.7</p> <p>Rs/L2.1</p> <p>Ws/L2.1</p> <p>Ws/L2.2</p> <p>Ws/L2.4</p> <p>Wt/2.4</p> <p>Wt/L2.6</p>		<p>1.</p> <p>3a</p> <p>3b</p>	<p>Formative</p> <p>Writing of topic sentences</p> <p>Q & A</p>
24	<p>Audience, purpose, presentation, information, language</p>	<p>Identify audience and purpose in texts</p> <p>Identify how the appil equation is shown in texts audience/purpose=presentation,</p>					

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	Comparing non-fiction texts	information, language Identify fact & opinion in short extract (eg from a holiday brochure) and suggest the effect of usage Compare non-fiction texts P60-65 Higher Tier					
25	Exam Preparation Exam technique Sample paper section A	Identify key question words and key words in the paper Summarise paragraphs and give a heading Exam techniques – highlight keywords in questions Examine student exemplars against markscheme	PPT AQA textbook Student exemplars	3 4 5 Rt/2.1 Rt/2.2 Rt/L2.3 Rt/I2.5 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 Wt/L2.6		1 3a 3b	Formative Appropriate paragraph headings Identifying of techniques and use in writing
25	Persuasive writing SPAG (Spelling, Punctuation, Grammar)	Match persuasive devices to examples Persuasive techniques p 39-45 Higher Tier book Use persuasive techniques in writing					

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				SLlr/L2 .1 SLd/L2 .4			
26	Exam prep Writing SPAG (Spelling, Punctuation, Grammar) Mock exam Section A- last year's paper Exam criteria	Practice range and variety of punctuation using dice Use previous GCSE Qs as a prompt to writing Recap on discourse markers Emphasize say a lot about a little Examine own mock in relation to mark-scheme and set targets Examine writing to explain & inform questions and chose one to write Examine markscheme criteria Use WISPA self- assessment sheet to examine own work Eg sentence openings, vocabulary, markers, range of punctuation	PPT Whiteboard WISPA - self – assessment sheet	3 4 5 Rt/2.1 Rt/2.2 Rt/L2.3 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 Wt/L2.6		1 3a 3b	Formative Feedback from mock Self- assessment
27	Exam prep Examine typical Q prompts from previous papers	Analyse a non fiction text for features of and effect (eg walking Northumberland advert)	PPT Non-fiction text	3 4 5 Rt/2.1		1 3a 3b	Formative Q & A

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27	<p>Feedback from mock</p> <p>Writing Examine writing criteria – use dice to generate writing based on tasks from last year</p> <p>SPAG (Spelling, Punctuation, Grammar)</p>	<p>Examine sample scripts from last year using markscheme</p> <p>Practice range and variety of writing techniques using dice</p>	Sample scripts	<p>Rt/2.2 Rt/L2.3 Rt/L2.4 Rt/L2.5 Rt/L2.6 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 Wt/L2.6</p>			
28	<p>Exam prep</p> <p>Recap on appil</p> <p>reinforce reading techniques</p> <p>Writing to Argue</p>	<p>Summarise paragraphs in the paper Identify APPIL features and suggest effects</p> <p>Point and elaboration activity to expand ideas in writing</p>	<p>Ppt</p> <p>Whiteboard</p> <p>Extract</p>	<p>3 4 5 Rt/2.1 Rt/2.2 Rt/L2.3 Rt/L2.4 Rt/L2.5 Rt/L2.6 Rt/L2.7 Rs/L2.</p>		<p>1 3a 3b</p>	<p>Formative</p> <p>Identification of features and effects</p>

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28	SPAG	Writing to argue Identify features and suggest effects Write a writing to argue/persuade piece		1 Ws/L2. 1 Ws/L2. 2 Ws/L2. 4 Wt/2.4 Wt/L2. 6			
29	Exam prep Writing to describe SPAG Non-fiction	Recap on features of descriptive writing Identify range of features and effects in an extract eg (Jones's' goat, 'Cider With Rosie) Recap on writing criteria and WISPA Go through Criteria Details sheet which contains examples of the criteria Practise using a range of features	PPT Extract	3 4 5 Rt/2.1 Rt/2.2 Rt/L2.3 Rt/L2.4 Rt/L2.5 Rt/L2.6 Rt/L2.7 Rs/L2. 1 Ws/L2. 1 Ws/L2. 2 Ws/L2. 4 Wt/2.4 Wt/L2. 6		1 3a 3b	Formative Identification of features and suggestions of effect

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30	Exam preparation	Recap on the use of colons and semi-colons and relate to range & variety	PPT	3 4 5		1 3a 3b	Formative
30	SPAG (Spelling, Punctuation, Grammar) Recap on APPIL Audience , purpose, presentation, information Language Writing to persuade & argue	Use dice to generate sentence variety Write a sentence containing the feature relating to numbers 2-12 Go through how to revise English sheet	dice	Rt/2.1 Rt/2.2 Rt/L2.3 Rt/L2.4 Rt/L2.5 Rt/L2.6 Rt/L2.7 Rs/L2.1 Ws/L2.1 Ws/L2.2 Ws/L2.4 Wt/2.4 Wt/L2.6			