



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
A 6 week unit of work	Students learn how to make informed personal responses, use quotes to support points. They will show understanding between texts and the contexts they were written in. The unit provides various Reading, Writing and Speaking and Listening Assessment opportunities. The final Reading assessment asks students to respond to one exam style question based on an extract from the play.	<ul style="list-style-type: none"> <li>• Basic knowledge of Shakespeare/his plays/sonnets from year 7.</li> <li>• Understanding of Shakespearean language e.g. use of thee/thy etc.</li> <li>• Basic background knowledge on Shakespeare.</li> </ul>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p><b>Mid-unit Assessment:</b> <b>Mini essay to set targets for main essay: <u>How does Shakespeare show that Macbeth is undecided about killing King Duncan in Scene 1 Act 5?</u></b></p> <p><b>End of Unit Assessment:</b> <b>Students to answer essay title: <u>How does Shakespeare show evil through the character of Lady Macbeth?</u> (Focus on scene 1, act 1,3,5 and 7).</b></p> <p><b>AO1</b> – Read, understand &amp; respond to texts. Students should be able to</p> <ul style="list-style-type: none"> <li>• Make an informed personal response</li> <li>• Use textual references, including quotations, to support &amp; illustrate interpretations.</li> </ul> <p><b>AO2</b> – Explain and analyse the language, form &amp; structure used by a writer to create meanings &amp; effects, using relevant subject terminology – Show understanding of the relationships between texts &amp; the contexts in which they were written.</p> <p><b>AO4</b> – Use a range of vocabulary &amp; sentence structures for clarity, purpose &amp; effect, with accurate spelling &amp; punctuation.</p>	Formal teacher feedback provided in lessons 7 and 13.	<p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• I can read a paragraph and highlight relevant information that relates to the focus <b>(Band 3)</b></li> <li>• I can use textual references to support the comments I make about texts <b>(Band 3)</b></li> <li>• I can comment on the genre of the text <b>(Band 3)</b></li> <li>• I can identify the factual details used in a text <b>(Band 3)</b></li> <li>• I can identify and explain the factual details used in a text <b>(Band 4)</b></li> <li>• I can use short quotations to support insightful comments about the text <b>(Band 4)</b></li> <li>• I can highlight the main points in a paragraph and briefly summarise it in the margin <b>(Band 4)</b></li> </ul> <p><b><u>Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise the closed word classes used in a sentence and comment on their effect <b>(Band 4)</b></li> <li>• I can recognise the main verb in a sentence and comment on its effect <b>(Band 4)</b></li> <li>• I can recognise the adjectives used in a sentence and comment on its effect <b>(Band 4)</b></li> <li>• I can recognise the tense of the main verb in a sentence and comment on its effect <b>(Band 4)</b></li> <li>• I can recognise the concrete nouns used in a sentence and comment on their effect <b>(Band 4)</b></li> <li>• I can recognise the adverbs used in a sentence and comment on their effects <b>(Band 4)</b></li> <li>• I can recognise the abstract nouns used in a sentence and comment on their effect <b>(Band 4)</b></li> <li>• I can recognise the noun phrases used in sentences <b>(Band 4)</b></li> </ul> <p><b><u>Analysis of Structure and Form</u></b></p> <ul style="list-style-type: none"> <li>• I can identify the use of poetic features in a text e.g. alliteration, personification <b>(Band 3)</b></li> <li>• I can recognise the compound sentences in a paragraph and comment on their effect <b>(Band 4)</b></li> <li>• I can recognise simple sentences in a paragraph and comment on their effect <b>(Band 4)</b></li> <li>• I can recognise complex sentences in a paragraph <b>(Band 4)</b></li> <li>• I can identify and explain the effect of presentational features used in a text <b>(Band 4)</b></li> </ul>



		<p><b><u>Comparison and Links</u></b></p> <ul style="list-style-type: none"><li>• I can comment on the social and historical contexts of a text <b>(Band 3)</b></li><li>• I can comment on the biographical and literary contexts of a text <b>(Band 3)</b></li><li>• I can link details of the text to the biographical and literary context <b>(Band 4)</b></li><li>• I can link details of the text to the social and historical context <b>(Band 4)</b></li><li>• I can compare the main meanings expressed in different texts <b>(Band 4)</b></li></ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"><li>• I can spell words with inflectional endings e.g. -ed, -ing <b>(Band 2)</b></li><li>• I can spell 'closed words' correctly e.g. pronouns, determiners <b>(Band 2)</b></li></ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"><li>• I can use exclamation marks judiciously <b>(Band 2)</b></li><li>• I can use commas to separate items in a list <b>(Band 3)</b></li><li>• I can follow the conventions of dialogue e.g. use of speech marks, a new line for a new speaker <b>(Band 3)</b></li><li>• I can use apostrophes to mark singular possession <b>(Band 3)</b></li></ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>• I can write simple sentences with a subject and verb <b>(Band 2)</b></li><li>• I can use the correct verb agreement in my writing <b>(Band 2)</b></li><li>• I can use the correct subject-verb agreement in my writing <b>(Band 2)</b></li><li>• I can write compound sentences consisting of two simple sentences <b>(Band 3)</b></li></ul>
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