



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.	<ul style="list-style-type: none"> • Basic knowledge of Shakespeare/his plays/sonnets • Understanding of Shakespearian language eg use of thee/thy etc verbs ending in th rather than s
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Mid-unit Assessment: <i>Explore the different emotions Juliet experiences after Tybalt's death?</i></p> <p>End of Unit Assessment: <i>Explain how far you think Shakespeare presents Juliet as a powerful woman.</i></p> <p>A01 - Read, understand & respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • Maintain a critical style & develop an informed personal response. • Use textual references, including quotations, to support & illustrate interpretations. <p>A02 - Analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology Show understanding of the relationships between texts & the contexts in which they were written.</p> <p>A03- Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>A04 - Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.</p>	Formal teacher feedback provided in lessons 7 and 13.	<p>Spelling</p> <ul style="list-style-type: none"> • I can sound our phonemes to aid my spelling • I can break words into syllables to aid my spelling <p>Grammar</p> <ul style="list-style-type: none"> • I can use full stops at the end of sentences • I can use capital letters at the beginning of sentences • I can use capital letters for proper nouns • I can use question marks effectively <p>Understanding</p> <ul style="list-style-type: none"> • I can skim and scan the text to find specific details • I can apply my knowledge of word derivations and word formation to aid my reading • I can switch strategies effectively between skimming, scanning and intensive reading • I can recognise the key words in a question by underlining or highlighting them • I can make reference to the text • I can understand some of the meanings in a text • I can show a developed understanding of the main meanings in a text <p>Language Analysis</p> <ul style="list-style-type: none"> • I can recognise the main verb in a sentence • I can recognise the tense of the main verb in a sentence • I can recognise the adjectives used in a sentence • I can recognise the concrete nouns used in a sentence • I can recognise the adverbs used in a sentence • I can recognise the abstract nouns used in a sentence • I can recognise the closed word classes used in a sentence • I can identify the figurative language used in a text • I can select interesting uses of language in a text • I can select interesting uses of language in a text that relates to the focus of the reading <p>Analysis of structure and form</p>



		<ul style="list-style-type: none">• I can recognise simple sentences in a paragraph• I can identify presentational features used in a text e.g. bullet points, heading• I can link the presentational features used in different texts• I can identify structural features used in a text e.g. juxtaposition, contrast, sequencing• I can recognise compound sentences in a paragraph• I can recognise minor sentences in a paragraph <p>Comparison and Links</p> <ul style="list-style-type: none">• I can link the thoughts and feelings expressed in different texts• I can link the language and methods used in different texts• I can link the meanings presented in different texts• I can recognise that different readers have different interpretations of texts, and aspects of texts• I can link interesting uses of language in different texts
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