

## The Warriner School Subject Curriculum Map

Subject: English	Year Group: 10	Unit: Paper 1 Section B
Unit objectives: (NC Statements)		
<p>This unit will introduce students to the structure of Section B of their Paper 1 exam. It will give them the procedural knowledge required in order to answer the question successfully and build on the composites of creative writing embedded throughout KS3. Students will come out from the unit having completed a practice question and having it fed back to identify their successes and areas for development.</p>		
<b><u>Context for study:</u></b>		
<p>Students are taught the procedural knowledge necessary for writing creatively throughout KS3 – such as Myths and Legends in Y7, and Dystopian Fiction in Y8. These units give students the procedural knowledge necessary to write descriptively and construct narratives from a variety of different stimuli. The content knowledge such as descriptive methods and structural devices is also embedded and compounded in analytical modules – seeing writers use them helps students to learn how to emulate this success. Students need this knowledge in order to access their GCSES and any assessments between the completion of this module and the end of KS4.</p>		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know the definition of a sentence, and the difference between simple, compound, and complex sentences
- To understand how to separate a sentence into its constituent parts – subject, verb, object
- To know the different word classes – adjective, verb, noun, adverb, determiner, conjunction, modal verb
- To know the difference between main and subordinate clauses, and understand how to use subordinating conjunctions to link them
- To know the definition of flashbacks, cyclical structure, and narrative perspective
- To understand how to use the above structural methods in creative writing
- To know the structure of Freytag’s Pyramid to understand how narratives are structured
- To understand how the terms exposition, inciting incident, climax, and resolution apply to parts of stories
- To understand how the terms in media res, dual narrative, and epistolary can be used to describe plot structures
- To understand how creation is linked to analysis and how being aware of one benefits the other and vice versa
- To know the definition of genre and how to identify different genres via their conventions
- To understand how the choices we make as writers impact an audience, drawing from P1Q2 and P2Q3 analysis
- To understand the process of using language to create atmosphere
- To understand the methods used for creating tension
- To understand the importance to the narrative of constructing a setting
- To know the difference between micro and macro focus
- To understand how to shift focus to describe and engage
- To know what allusions are and understand the different categories they can be sorted into
- To know the timings, available marks, assessment objectives, and rubric of the exam question

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<p><b><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></b></p> <p>Students may think that the most important way marks are gained is through coming up with the most unique and unusual ideas possible. The focus must be on quality of writing.</p> <p>Students may not understand that whether they choose narrative or description, they are expected to display the same variety of skills.</p>	<p><b><u>Literacy and Oracy development opportunities:</u></b> <b><u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></b></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, considering the effects of language, and showing their understanding.</p>
<p><b><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></b></p> <p>Paper 1 Section B – describing in response to a visual stimulus.</p> <p>Students will be able to practise the procedural knowledge gained during the unit in the assessment and have it fed back to them. The aim of the unit is to prepare students to sit a GCSE examination on the paper – this knowledge will be revisited in Year 11.</p>	<p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Regular low-stakes testing through questioning. Students also to consistently contribute their interpretations in class and justify other interpretations.</p> <p>Writing modelling and paragraph structure provided. Opportunity for students to revise and embed knowledge at home in preparation for assessment.</p> <p>Consistent application of I do, We do, You do in developing student writing and confidence.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Class creation of success criteria to give students understanding of success.</p>