

<p>Year: 10 Language</p>	<p>Curriculum Intent: Students will read a range of non-fiction texts and compare viewpoints of different genres. Students will focus on the themes explored in the texts and construct arguments based on the writers’ intentions. Students will focus on the writers’ purpose and make links between with the language and structural methods used. Students will begin to zoom into the language and structural techniques and comment on the effects. Students will learn to evaluate statements to build an argument and use a range of methods to argue, persuade and inform their reader and audience.</p>					
<p>Unit title:</p>	<p>Term 1</p> <p>Language Paper 2, Section A and B</p>		<p>Term 2</p> <p>Language Paper 1, section A and B</p>		<p>Term 3</p> <p>Spoken language component.</p>	
<p>Reading and Writing Focus Speaking and Listening Focus</p>	<p>Reading – Read, understand and interpret the texts. Compare the viewpoints and methods explored in the texts. Language analysis will be used to understand and show the writers’ viewpoints. Structural analysis will be used to relating to the themes explored in the overall texts.</p> <p>Students will be challenged to construct an oral and written argument about the text.</p>		<p>Reading – Read, understand and interpret the text. Language analysis will be used to understand the characters, themes and plot development. Structural analysis will be used to relate to character progression and themes explored across the extract.</p> <p>We will utilise opportunities to embed debates using the understanding and aspects of the text. Challenges students to construct an oral and written argument about the text.</p>		<p>Reading – Read, understand and interpret the examples given. Students will carefully choose their topics and create a speech to show their viewpoint Language will be used to influence their audience and link to the subject of the topic. Structural methods will be used to structure the speech and range of ideas.</p> <p>We will utilise opportunities to embed activities and debates using the understanding and aspects of the topics. We will challenge students to construct an oral and written argument about their chosen topic.</p>	
<p>Sequence of learning Key Questions:</p>	<p>Reading Non-fiction extracts 19th Century and 20th/21st Century.</p> <p>Key questions: 1.Select 4 true statements.</p>	<p>Writing: Write an article/speech/ letter/ essay/ text of a leaflet to: Argue, persuade, inform, advise, explain.</p>	<p>Reading Fiction extracts from the AQA resource booklet.</p> <p>Key questions: 1.State 4 facts about...</p>	<p>Writing Descriptive and narrative writing using a range of prompts.</p> <p>Key questions and tasks:</p>	<p>Reading Students will read a range of articles and speeches of different topics. Students will research topics of interest and select</p>	<p>Writing Students will develop their written skills to write an argument and speech.</p>

	<p>2. Summarise both extracts.</p> <p>3. Focus on one source, how has the writer used language?</p> <p>4. Compare the viewpoints and perspectives presented in both extracts.</p>	<p>Key question: Q5 – read the statement.</p> <p>Write an article/ letter/speech/essay/ leaflet showing your viewpoint on the statement.</p>	<p>2. How has the writer used language to show__</p> <p>3. How has the writer structured the extract to interest you as a reader?</p> <p>4. A student having read the extract stated__ to what extent do you agree?</p>	<p>1. Describe the setting using a range of language methods.</p> <p>2. Use a range of language methods to describe a character.</p> <p>3. Personify the scene.</p> <p>4. Use the descriptive arc to describe in detail.</p> <p>5. Use the narrative arc to build a story.</p> <p>6. Use structural methods to plan and write a story.</p>	<p>a topic to deliver a speech on.</p>	
Vocab	<p>Linguistic devices used in non-fiction writing.</p> <p>Non-Fiction Structure SPAFT</p>	<p>Argue</p> <p>Explain</p> <p>Advise</p> <p>Inform</p> <p>Persuade</p>	<p>Setting</p> <p>Character</p> <p>Language</p> <p>Structure</p> <p>Narrow focus</p> <p>Pivotal moment</p>	<p>Character development.</p> <p>Setting</p> <p>Character</p> <p>Language</p> <p>Structure</p> <p>Narrow focus</p> <p>Pivotal moment</p>	<p>Speech</p> <p>Argument</p> <p>Structure</p> <p>DAFORREST</p>	<p>Speech</p> <p>Argument</p> <p>Structure</p> <p>DAFORREST</p>
Grammar, punctuation, and spelling.	<p>1. What are the different types of sentences?</p> <p>2. How do the writers use sentences to reflect meaning?</p>	<p>1. Use a range of sentences in writing.</p> <p>2. Use punctuation to build the tone of your writing.</p>	<p>1. How do the sentences reflect meaning?</p> <p>2. How does the punctuation build tension or pace?</p>	<p>1. Use a range of sentences to build your scene.</p> <p>2. Describe using a range of punctuation.</p>	<p>1. What are the different types of sentences?</p> <p>2. How do the writers use sentences to reflect meaning?</p>	<p>1. Use a range of sentences in writing.</p> <p>2. Use punctuation to build the tone of your writing and to show your viewpoint.</p>
Assessment	<p>Language Paper 2, Section A, answer questions 1-4 using 2 non-fiction extracts.</p>	<p>Language paper 2, section B. Read and respond to the statement by writing an article/ letter or</p>	<p>Language Paper 1, Section A Question 4. Using a statement:</p>	<p>Language Paper 1, section B: Write a story starting with:</p>	<p>Write a speech informing your audience of your viewpoint on a topic.</p>	<p>Deliver a speech informing your audience of your viewpoint on a topic.</p>

		speech to argue, persuade, inform or advise.	To what extent do you agree?	'It was a cold day in November...' Or Write a description using the image.		
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