

English and Literacy



HOLISTIC PLANNING OF LEARNING, TEACHING AND ASSESSMENT

School	Earlston High School	Curricular Area / Subject	English & Literacy
Stage (eg S1)	BGE S1	Block eg August - October	Poetry Unit (Variable)
Date of planning	May 2019	Quality assured by	LMcD

Organisers and bundles of Experiences and Outcome	Related Benchmarks	Learning Intentions and Success Criteria	Context for Learning and Assessment	Range of Learning Experiences and Assessment Evidence
<p>Reading</p> <p>LIT 3-16 Identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences; and identify and discuss similarities and differences between different types of text.</p> <p>LIT 4-16 Clearly state the purpose, main concerns, concepts or arguments and use supporting detail; make inferences from key statements and state these accurately in my own words; and compare and contrast different types of text.</p>	<p>Identifies purpose and audience of a range of texts with appropriate justification. Gives an accurate account of the main ideas of texts. Makes inferences and deductions with appropriate justification. Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.</p> <p>States clearly the purpose, audience and main ideas of a range of texts with appropriate justification.</p> <p>Makes accurate inferences</p>	<p>Learning Intentions</p> <p>We are learning to</p> <ul style="list-style-type: none"> - take notes -identify theme, -Connotation, Denotation. -Literal, Inference, implication. -Quotation -Identify -Select -Make predictions -PEE Rule -Evaluate 	<p>Contexts for learning in taught block:</p> <p>Learners will study a selection of poetry texts (Teacher's choice) with the final intention of writing several PEE paragraphs and full critical essay response. Pupils will explore poetic techniques and how to annotate a poem. Making inferences will be taught throughout with a variety of different opportunities to make inferences and find supporting evidence (PEE). Critical terminology, understanding analysis and evaluation skills and the structure of a critical essay will be taught (introduction, PEE paragraphs, conclusion).</p>	<p>Learning experiences:</p> <p>Through a range of written and discussion tasks, learners will</p> <ul style="list-style-type: none"> -Develop their understanding of critical terminology -Practise their understanding, analysis and evaluation skills; -Become more confident with the PEE chain and making inferences with supporting evidence; -Become confident structuring a critical essay; -Have opportunities to comment on their own and other's work – self and peer assessment.

<p>ENG 3-17 Show understanding by commenting on, with evidence, content and form of short/extended texts; respond to literal, inferential and evaluative questions.</p> <p>ENG 4-17 I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p>	<p>with appropriate justification.</p> <p>Compares and contrasts the content, style and language of different texts with supporting detail.</p> <p>Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language.</p> <p>Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.</p> <p>Responds in detail to a range of close reading questions to show understanding of texts and knowledge and understanding of language.</p> <p>Makes evaluative comments about the effect of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery.</p>	<p>Success Criteria (including skills development)</p> <p>I can- I can show I am familiar with the texts I can show a good understanding of the central concerns of the poems. I can include appropriate evidence/quotations to support what I have said about the text. I can make relevant comments on the techniques the writer uses to get the ideas of the text across to the reader/audience. (PEE) I can give a detailed explanation of what I have enjoyed about the text and/or what I have learned from my study of it. I can identify and comment on the effectiveness of the poetic techniques (PEE). I can use topic sentences and quotations (PEE). I can include an effective introduction and conclusion. I can check my work to ensure meaning is clear and that technical accuracy is good.</p>	<p>New and unfamiliar context (s) for assessment Learners will be familiar with the poetry texts but will be required to demonstrate their ability to annotate a range of poems, write a critical essay, responding to a previously unseen question. Learners will complete a Reading Security Task where they demonstrate their ability to response to a reading text independently, make inferences and respond using evidence.</p>	<p>Assessment evidence / activities -Complete critical essay paragraphs/essay in class - Reading Security Task</p>
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ENG 3-19

Discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify main theme; identify and comment on aspects of style.

Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.

Shows understanding of the writer's theme and can link it to own or others' experiences.

Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.

ENG 4-19

Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence; identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences; and identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology.

Makes evaluative comments about **the effectiveness** of structure, characterisation and/or setting with relevant reference to the text.

Shows understanding of **how the writer's theme is developed** and recognises how it relates to own or others' experiences/**the writer's purpose/the central concerns of the text.**

Identifies and makes evaluative comments on aspects of the writer's style, use of language and other

	features appropriate to genre with detailed reference to the text and appropriate terminology.			
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