**CRSAAT Sequence organiser**

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| **Year Group:** Post 16  **Topic:** Language Paper 2 |
| **Key concepts in unit/sequence** |
| **Common misconceptions**  This is a chance for class teachers to address any skills gaps that were identified in KS4. This scheme is designed to span across a term and although the unit provides a rough lesson/week guide, class teachers can decide which areas to ‘dwell’ on, in relation to group/individual weakness. |
| **Key vocabulary**  Perspective, Attitude, Context, Viewpoint, Method, Compelling |
| Elements of KASE explicitly driving the sequence/topic? |
| **Learning Outcomes assessment/s and *success criteria can go here*** |

Sequence map

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| **Chunk** | **Lesson Content** | **Teacher notes and resources** |
| For this sequence of learning please use the **June 2017 paper.** | | |
| **One**  1-2 lessons | Use the following exam paper: AQA June 2017  Activate Prior Knowledge: Read the context boxes​  ​   * This helps you think about the texts before you read them​ * You can predict what the text might be about​ * You can consider how they might be different. ​   Ask the students to make notes about what they know/can infer from the contextual boxes, using the following question prompts.   * ​What do we know about the writer? ​ * Have we heard of X? * The title is X – what opinions do you think the writer may have? * Do you think attitudes to X were different now to how they were before?   By activating this knowledge, this should aid and support the student’s reading and understanding of the texts – a vital examination skill.  Students should then begin to read through each source, one section at a time, considering the following questions. These can form part of an oral discussion or responses can be written down:   1. What is happening?​ 2. What is the writer’s tone, mood? ​ 3. What can I infer from the events described? What are the writer’s opinions about the events?​ 4. What questions do I have so far? What might happen next?​ 5. Can you think of a short sentence that would provide a summary of each paragraph?   Provide the students with summary statements of each text. Ask students to put the statements in order, to ensure that they have retained the information that has been read and have been able to make some inferences.  Students should then attempt to answer Question 1. Allow students **no more than 10 minutes**. Students can then self/peer assess their answers. |  |
| **Two**  2 lessons | Explain the requirements of this question with the students. Ensure that you emphasise that they are not required to do any language analysis whatsoever. Explore the key words in the question, as well as exploring the command words.  Ask students to find any quotations, from both texts, that relate to the focus of the question.  Then, ask students to begin to find similarities and differences – they could highlight their quotations in the same colour.  Once students have found similarities, they must try to produce their own statement that shows understanding of similar concepts.  Then students should take one of **their** statements, record a quotation for each and make a list of as many inferences as they can. Provide students with examples of inference and explain why these are good examples.  Allow students **10 minutes** to write their response – model an example paragraph, if necessary. Using the mark scheme, students should peer assess one another’s work. **They should award levels and not fine marks**. Teacher should model this, regardless of group/ability. Teacher should also use examples and place under the visualiser and question pupils – why is this good? Why do you think X placed X in level…?  Teacher Feedback and reflection  Following students’ feedback, present them with the question and texts from the June 2019 question. Allow 20 minutes for reading and answering the question. This should be ‘blind’, encouraging students to implement the feedback received from the teacher.  Allow students a further **10 minutes** to edit/redraft their response, implementing feedback from their peer. | NB: Students may have answered this question previously, however it is a chance for them to practice their exam skills and close any gaps in their writing style, as opposed to knowing the ‘context’ of the paper. |
| **Three**  2 lessons | Explain the requirements of this question with the students. Ensure that you emphasise that pupils must not confuse language analysis with inference. Explore the key words in the question, as well as exploring the command words.  Re-read the section of text, as per the rubric of the question. Ask students to consider what the writer is trying to say, regarding the focus of the question. Students may want to start but writing down key words/phrases and then they should transfer these into **one** sentence – this will become their ‘big idea’.  Explain what makes a good ‘big idea’ sentence – if necessary, ask students to write their big idea again, following modelling.  Ask students to select the ‘best’ textual references to support their big idea. Model this process – show students the thoughts behind picking the most judicious reference to support their ideas.  Student should then begin to zoom in on the words and make the links between the writer’s intent and the student’s big idea.  Show pupils a modelled response – provide varying levels to show pupils the range of what can be achieved at this question. It is important even the highest achieving pupils see a level 2 answer, to ensure they know what they are aiming towards.  Allow students **15 minutes** to respond to Q3.  Teacher feedback  Directed reflection and improvement time  Following students’ feedback, present them with the question and texts from the June 2019 question. Allow 25 minutes for reading and answering the question. This should be ‘blind’, encouraging students to implement the feedback received from the teacher.  Allow students a further **10 minutes** to edit/redraft their response, implementing feedback from their peer. | NB: Students may have answered this question previously, however it is a chance for them to practice their exam skills and close any gaps in their writing style, as opposed to knowing the ‘context’ of the paper. |
| **Four**  2-3 lessons | Explain the requirements of this question with the students. Explore the key words in the question, as well as exploring the command words.  Retrieval Practice: students to order the summary sentences (as in chunk one) for **both** texts.  Provide students with a framework to look at the sources from a **structural** viewpoint. Ensure to emphasise to the students that structure does not always mean paragraph/sentence length and that is can be a shift or a change in emotion or tone. Model first, if needed, showing pupils what they should be identifying.  Begin to model the process of selecting methods to support structural ideas – explain the word ‘methods’ to the pupils. Step by step, begin to model the process of building a response, looking solely at Source A. You may choose to encourage student injection here (WE DO) or you may simply keep this stage as teacher modelling. Allow students **10** minutes to complete the paragraph, looking at **just** source B – this should act as a comparison to what has been modelled/written as a group. Again, this can be done independently (YOU DO) or as a group.  Give students **20 minutes** to write a full response to Q4.  Using the mark scheme, students should peer assess one another’s work. **They should award levels and not fine marks**. Teacher should model this, regardless of group/ability. Teacher should also use examples and place under the visualiser and question pupils – why is this good? Why do you think X placed X in level…?  Teacher feedback  Directed reflection and improvement time  Following students’ feedback, present them with the question and texts from the June 2019 question. Allow 25 minutes for reading and answering the question. This should be ‘blind’, encouraging students to implement the feedback received from the teacher.  Allow students a further **10 minutes** to edit/redraft their response, implementing feedback from their peer. | NB: Students may have answered this question previously, however it is a chance for them to practice their exam skills and close any gaps in their writing style, as opposed to knowing the ‘context’ of the paper. |
| **Five**  3-4 lessons | Recap what is needed to make a piece of writing: argumentative, persuasive, explanatory. Ask students to consider if there is every any overlap between the two?  Present the question to students and ask them to select:   * + The key words/information they need   + The command words   Students can use two different coloured highlighters to do this.  Ask students to then complete a ‘cold write on the question’.  Provide students with a modelled example of a descriptive paragraph (I DO), then write one together as a class – take input from as many students as possible - (WE DO). Share success criteria with the pupils and ask them to begin to self- assess their own response.  Focus, in particular, on the statement that sits behind the question – remind students that they are not required to address **every** point in this question. Model a ‘big’ idea and ask students to create their own.  Students should then begin re planning their responses, considering how **each** point relates to the one prior. You may want to encourage students to stick to using ‘research - anecdotal evidence – counter argument’ or you may want to encourage more fluidity in writing. This depends completely on the nature of your group. Model the planning process, before allowing students to complete their own. This may be done in stages, or all in one go.  Next, ask students to begin to write ‘compelling’ sentences for each point. Provide students with the sentence map and ask students to revisit and edit their sentences.  Allow students only **25 minutes** to write/redraft – explain that in an examination situation they should spend 10/25/10 minutes planning/writing/editing and checking. They will have had in excess of 10 minutes planning, so should be ready to write.  Teacher feedback  Directed reflection and improvement time  Following students’ feedback, present them with the question and texts from the June 2019 question. Allow 25 minutes for reading and answering the question. This should be ‘blind’, encouraging students to implement the feedback received from the teacher.  Allow students a further **10 minutes** to edit/redraft their response, implementing feedback from their peer.  Repeat this process with a range of stimuli – students ‘cold write’, show an exemplar and explore strengths and areas for improvement, write together, students redraft and teacher provides feedback.  Students have answered this question before, and so need time to practice their skills but also reflective time should be built in for students to use metacognition to explore the gaps in their own writing. | [Academic Debate Card](https://rsaacademy.sharepoint.com/:i:/r/sites/ENGLISH/Shared%20Documents/T%26L%20and%20subject%20knowledge/Jennifer%20Webb%20Resources/How%20to%20Teach%20Like%20a%20Writer/Academic%20Debate%20Card.jpg?csf=1&web=1&e=RQC8YG)  [Structure Strips](https://rsaacademy.sharepoint.com/:w:/r/sites/ENGLISH/Shared%20Documents/Curriculum%202020-21/KS4/Year%2011/Spring%201/Language%20Paper%202/Resources/Paper%202%20Q5%20structure%20strips%20%20(1).docx?d=wf4448efc87c44c9ba34bfb88ae4dbaf7&csf=1&web=1&e=3FRhrj)  [Writing a conclusion](https://rsaacademy.sharepoint.com/:i:/r/sites/ENGLISH/Shared%20Documents/T%26L%20and%20subject%20knowledge/Jennifer%20Webb%20Resources/How%20to%20Teach%20Like%20a%20Writer/Conclusion.jpg?csf=1&web=1&e=cDcaHi) |

Lesson plans/PPTs/Resources all sit behind this overview