


| Learning Plan 5 | | Subject/Pwnc: English | | Year/Blwyddyn: 10 | | | |
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| <p><u>The Four Purposes in English:</u></p> <p>Ambitious, capable learners, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts.</p> <p>Enterprising, creative contributors, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p> <p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> • Languages connect us. • Understanding languages is key to understanding the world around us. • Expressing ourselves through languages is key to communication. • Literature fires imagination and inspires creativity. | | | | | |  <p>CHRIST THE WORD CATHOLIC SCHOOL CRIST Y GAIR</p> | |
| Learning objective/key question | What will I know and be able to do? I can... | | How will I develop my skills? (Success Criteria) | | Homework/Gwaith cartref to support progress | | |
| <p>Week 1 <i>How do poets present different ideas about the natural world?</i></p> | <ul style="list-style-type: none"> • Understand the messages of both poems. • Identify key quotations and methods. • Compare two anthology poems. • Analyse a model comparison response. • Begin comparing a known poem with an unseen poem. • Understand the structure and features of an article. | | <ul style="list-style-type: none"> • Summarise the message of each poem clearly. • Select short, relevant quotations. • Identify methods such as metaphor and imagery. • Follow a model to write a comparative paragraph. • Write a clear opening viewpoint for an article. • Organise ideas into structured paragraphs. | | <p>Wk 1</p> <p>Homework: Low-tariff retrieval: key quotations and meanings for <i>Ark</i> and <i>Like an Heiress</i>.</p> <p>Set: W/B 13th April Due: W/B 20th April</p> | | |
| <p>Week 2 <i>How do I compare a known poem with an unseen poem?</i></p> | <ul style="list-style-type: none"> • Understand the structure of comparison questions. • Complete a comparison response under exam conditions. • Understand the structure of the full exam paper using SAMS. • Analyse model responses linked to the mark scheme. | | <p>SYL: Comparison exam question.</p> <ul style="list-style-type: none"> • Understand both poems and respond clearly to the question. • Select short, relevant quotations from both poems. • Explain how language and structure create meaning. • Compare ideas throughout using clear connectives. • Develop my ideas and include a clear judgement. • Write in clear paragraphs with accurate SPaG. | | <p>Wk 2</p> <p>Homework: Revise relationships poems: key quotations, methods and messages.</p> <p>Set: W/B 20th April Due: W/B 27th April</p> | | |
| <p>Week 3 <i>How can I write a clear and effective comparison under exam conditions?</i></p> | <ul style="list-style-type: none"> • Write comparison responses with reduced support. • Analyse high-level model answers. • Improve writing using success criteria. • Begin to evaluate ideas. • Understand the structure and features of a review. | | <ul style="list-style-type: none"> • Plan a comparison response independently. • Compare ideas clearly throughout a paragraph. • Explain effects of language choices. • Begin to evaluate which poem is more effective. • Improve my writing using a model response. • Express a clear opinion. • Use evidence to justify ideas. | | <p>Wk 3</p> <p>Homework: Revise conflict and identity poems: key quotations, methods and messages.</p> <p>Set: W/B 27th April. Due: W/B 4th May.</p> | | |
| <p>Week 4 <i>How can I improve my exam responses?</i></p> | <ul style="list-style-type: none"> • Complete full comparison responses independently. • Use SAMS questions effectively. • Develop writing for different audiences. • Understand the structure and features of different forms (letter and guide). | | <ul style="list-style-type: none"> • Plan and write a full comparison response independently. • Use relevant quotations to support ideas. • Compare ideas consistently throughout a response. • Improve my writing using feedback and models. • Use an appropriate tone for the audience. • Structure a letter clearly. • Use clear and direct language to give advice. | | <p>Wk 4</p> <p>Homework: Revise all anthology poems: key quotations, methods, messages and comparisons.</p> <p>Set: W/B 4th May. Due: W/B 11th May.</p> | | |

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| <p>Week 5 <i>How can I prepare effectively for the Unit 1 exam?</i></p> | <ul style="list-style-type: none"> Recall key ideas and quotations from all anthology poems. Plan comparison responses quickly and confidently. Write effectively under timed conditions. Apply exam strategies independently. Apply a range of writing forms confidently. | <ul style="list-style-type: none"> Recall key quotations for each poem accurately. Identify the main message of each poem quickly. Plan a comparison response confidently. Write clearly and accurately under timed conditions. Apply exam strategies independently. Use descriptive detail to engage the reader. Use varied sentence structures effectively. <p>Unit 1 Exam: Friday 15th May</p> | <p>Wk 5</p> | <p><u>Homework:</u> Proofreading.</p> <p>Set: W/B 11th May Due: W/B 18th May</p> |
| <p>Week 6 <i>How do I understand and evaluate an effective talk using research for Unit 3 Task B?</i></p> | <ul style="list-style-type: none"> Understand the requirements of Unit 3 Task B. Understand the purpose, audience and form of the task. Analyse a model talk linked to the mark scheme. | <ul style="list-style-type: none"> Identify the purpose, audience and form of the task. Explain what makes an effective talk. Identify how a model response meets the mark scheme. Identify features of clear and effective communication. Identify how language is used to influence an audience. Explain how structure supports a talk. | <p>Wk 6</p> | <p><u>Homework:</u> Read and annotate a model talk, identifying audience, purpose, tone and key techniques.</p> <p>Set: W/B 18th May Due: W/B 1st June</p> |