

ENGLISH DEPARTMENT: KS4 SCHEMES OF LEARNING

TOPIC/MODULE: Narrative Writing

DURATION: 4 weeks

LINKS	IN A NUTSHELL	PRE-ASSESSMENT: FIND THE STARTING POINT
<p>Coursework: Assignment 3 OR Exam: Paper 2 Directed Writing, Section B</p> <p>The SOL refreshes knowledge of narrative writing which will need to be revisited through: Coursework: redrafts Exam: specific exam practice</p> <p>Links to additional work required to improve aspects of accuracy across writing</p> <p>Links back to narrative writing tasks undertaken at KS3: Year 7, 8 and 9. Students should be familiar with concepts of plot, character, setting, structure.</p>	<p>Ensuring all students are aware of the features of narrative writing and giving students the opportunity to practice and develop their narrative writing skills.</p>	<p>Check students End of KS3 levels on SIMS - in particular 'Writing'</p> <p>And</p> <p>Check AEN Register/Gifted and Talented Register for additional literacy needs</p> <p>And</p> <p>Student self review task - strengths and weaknesses</p> <p>Or</p> <p>Short time or word limited writing task: eg opening of a story based on a picture from the 'Picture Box'; 100 word mini saga; postcard Marked quickly to inform teacher's assessment of standards, strengths and areas to address</p> <p>Or</p> <p>Use marking from previous tasks to inform starting point and areas to address</p>

OBJECTIVES/KEY LEARNING	SKILLS	KNOWLEDGE
<p>AO2 - Writing</p> <p>W1 - articulate experience and express what is thought, felt and imagined</p> <p>W2 - organise and structure ideas and opinions for deliberate effect</p> <p>W3 - use a range of vocabulary and sentence structures</p> <p>W4 - use register appropriate to context</p> <p>W5 - make accurate use of spelling, punctuation and grammar</p>	<p>Be able to plan and write an effective narrative.....</p> <ul style="list-style-type: none"> - Develop a clear and cohesive plot - Develop convincing characterisation - Develop convincing settings - Be able to structure the ideas effectively and for deliberate effect <p>Be able to craft writing</p> <ul style="list-style-type: none"> - Choose vocabulary for precise effect - Use a range of sentence structures for precise effect - Use paragraphing for effect <p>Be able to write with accuracy</p> <ul style="list-style-type: none"> - Be able to use a dictionary to check spelling - Be able to proof read own work - Be able to use varied range of punctuation accurately - Be able to use grammatically correct syntax 	<p>Know features of narrative such as:</p> <ul style="list-style-type: none"> - Plot - Character - setting - Structural features eg climax, anti-climax, flashback; chronology; suspense - Narrative voice and point of view <p>Know features of writers' language such as:</p> <ul style="list-style-type: none"> - Adjective - Adverb - Powerful verb - Metaphor - Simile - Personification - Symbolism - Onomatopoeia - Contrast <p>Know features of sentence structures such as:</p> <ul style="list-style-type: none"> - Short sentence - Exclamation - Speech punctuation - Colon - Semi-colon - Rhetorical question - Ellipsis - Commas - in lists and to demarcate sub-clauses <p>Know when to take a new paragraph</p> <p>Know range of Alan Peat sentence types eg</p> <ul style="list-style-type: none"> - BOYS - 2AD - Verb, person, Verb

		<ul style="list-style-type: none"> - 3ed - List - De:De sentences - Emotion comma
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WHAT WILL EXCELLENT LOOK LIKE (describe or make links to examples)	SUCCESS CRITERIA (what, when steps)	FEEDBACK (when, feedback norms, link to progress)
<p>Students will use:</p> <ul style="list-style-type: none"> ● precise, well chosen vocabulary ● Varied sentence structures for effect ● Consistent register suitable for context <p>Students will have accurate:</p> <ul style="list-style-type: none"> ● Spelling ● Punctuation ● Grammar <p>Students will have:</p> <ul style="list-style-type: none"> ● Well defined and strongly developed plot ● Convincing description, characterisation ● Effective climax ● Convincing details <p>Examples of student work available in Coursework Handbook - for examination from 2020 on iGCSE support site (Downloaded version in English shared area)</p>	<p>Success criteria sheets for use with students available on shared area</p> <p>Assessment map issued to staff and students to indicate timing of assessment</p> <p>Staff to use marking to identify areas to work on in class to ensure student progress towards excellent</p>	<p>Staff are expected to follow the school assessment policy and ensure that feedback is prompt and timely.</p> <p>Staff marking coursework should also follow the iGCSE guidance on first drafts and give general guidance rather than correction of errors (errors can be indicated in the margin as per school marking code)</p> <p>Staff should:</p> <ul style="list-style-type: none"> ● Indicate errors of accuracy in the margin using the school marking codes ● Give positive feedback indicating how the students have met the success criteria, linking to the mark scheme ● Indicate clearly, using language of the success criteria, what students need

		<p>to do to make progress and attain a higher level</p> <p>Opportunities should be given for students to act swiftly on the feedback through DIRT activities or re-drafts</p> <p>Assessment map to be issued to staff and students to make clear timings of assessment and feedback</p>
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CHALLENGE AND ENGAGEMENT (the how)	RESOURCES