

ENGLISH DEPARTMENT: KS4 SCHEMES OF LEARNING

TOPIC/MODULE: Descriptive Writing

DURATION: 4 weeks

LINKS	IN A NUTSHELL	PRE-ASSESSMENT: FIND THE STARTING POINT
<p>Coursework: Assignment 2 OR Exam: Paper 2 Directed Writing, Section B</p> <p>The SOL refreshes knowledge of descriptive 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 descriptive writing tasks undertaken at KS3: Year 7, 8 and 9. Students should be familiar with concepts of descriptive language, using senses, building atmosphere but will need to focus on developing a descriptive structure</p>	<p>Ensuring all students are aware of the features of descriptive 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 100 word description based on a picture or short moving image clip 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

SKILLS

KNOWLEDGE

LEARNING		
<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 description:</p> <ul style="list-style-type: none"> ● Create and develop an convincing atmosphere ● Structure ideas convincingly ● Range from broad to precise <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 descriptive writing:</p> <ul style="list-style-type: none"> ● Metaphor ● Simile ● Personification ● Alliteration ● Adjectives ● Adverbs ● Verbs ● Use of senses ● Use of detail ● Contrast ● Onomatopoeia <p>Know varieties of sentence structure:</p> <ul style="list-style-type: none"> ● Short sentence ● Listing ● Exclamation ● Complex sentences - including sub clauses; use of colon; use of semi-colon ● Ellipsis ● Rhetorical question <p>Know possibilities for structuring description:</p> <ul style="list-style-type: none"> ● Movement - through time ● Movement - through place ● Build in contrast ● Panorama; zoom; zoom; panorama <p>Know how to organise into paragraphs</p> <p>Know range of Alan Peat sentence types eg</p> <ul style="list-style-type: none"> - BOYS - 2AD - Verb, person, Verb - 3ed - List

		<ul style="list-style-type: none"> - 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 developed ideas • Well defined and developed images • Create a convincing overall picture and atmosphere • Develop varieties of focus <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 to do to make progress and attain a higher level <p>Opportunities should be given for students to act swiftly on the feedback</p>

		<p>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
<p>Aqu - adapt structure strips to power point</p> <p>Aqu - use pictures as stimulus for each section of description Big, Zoom, Zoom, Big</p>	<p>Aqu - Nate grammar for writing teaching pack - on shared area</p> <p>KSh- Alan Peat Sentence Types</p> <p>KSh- Alan Peat Sentence prompt sheet</p> <p>KSh- Slow Writing Prompt Word doc</p> <p>KSh-Slow Writing PPT - Paragraph 1-6 with picture prompts</p> <p>KSh-Creative Writing Checklist</p>