**CRSAAT Sequence organiser**

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| **Year Group:** Post 16**Topic:** Language Paper 1 |
| **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. |
| **Learning Outcomes assessment/s and *success criteria can go here*** |

Sequence map

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| **Week** | **Lesson Content** | **Teacher notes and resources** |
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| **One** | This first phase of this think is to focus on the reading required within the examination setting, designed to encourage pupils to read the text slowly, one section at a time.1. Part one is a pre-reading activity which encourages pupils to think carefully about the context box. The activity is designed around Wray and Lewis’ KWL grids to activate prior knowledge (K- what do I already know; W - what do I want to know; L – what have I learnt).2. A second activity could require pupils to watch a short clip skiing and map some of the phrases from the extract to the action on screen. This also gets them thinking about the writer’s use of language.3. Each section of the text should then be read, accompanied by a number of questions, all designed to capture pupils’ comprehension and inferential grasp of the text.4. The purpose of the final activity is to draw together the key ‘topic’ of each section. This will be used as a retrieval activity later on in the scheme, too.Look carefully at Question 1. Explain the ‘explicit’ and ‘implicit’ information to the pupils and ensure that they understand that for this question, they are required to recall explicit information.Allow pupils no more than **five minutes** to answer question 1. Take potential answers and go through what would be accepted and what would not, **explaining why.**  | Questions for inference* What is happening?​
* What mood does the writer create? How does he create this mood?​
* How does this part of the text create impact?​
* What can I infer from what I’ve read in this section?​
* What questions do I have so far? What might happen next?​
* Can you think of a few sentences that would provide a summary of each section?
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| **Two** | Begin with a retrieval activity, true/false activity, focused on the extract read in chunk one. This should re engage the students with the material and allow them to access the language analysis in the question that follows. This also provides a good basis for Q1 on Language paper 2 (looking an implicit information as well as explicit)Explain the answers to students, ensuring they understand which answers are true **and why.**Present students with question 2. Explore the key words in the question as well as exploring the importance of the command words. Ensure that AOs are explained to students, as well as what is required to ensure they are successful in answering this question.Ask students what the writer is saying about Zoe’s feelings – ask them to write one sentence that would begin to form their big idea. Explore examples and the effectiveness of each – this can be done before or after the students decide on their big idea, depending on how much scaffolding is needed.Once students have chosen their big ideas, begin to ask them to locate textual evidence and references that support their big idea. Model this process and explain which pieces of textual evidence would be sufficient and which would hinder the development of their analysis.Allow students no more than **10 minutes** to write their response to question 2. Model using, I DO, WE DO, YOU DO, if necessary. Promote as much independence as you can with this question but provide scaffolding where needed.Show students examples from each level. Do not reveal the levels initially and ask them to place each response into a level, using the mark scheme. Ask for verbal justifications before showing pupils the levels the responses received.Following this, allow pupils to self/peer assess their own responses, using levels (not fine marks) and redrafting their responses.Using the AQA materials, instruct students to complete another Q2 from June 2017 paper. Students should do this under timed conditions, implementing the feedback from their peers.Teacher Assessed and Feedback |  |
| **Three** | Begin this chunk with a retrieval activity which requires students to order the events of the extract. This also serves as a summary activity, which again supports the skills required in language paper 2 (q2).Ask students what they understand by the term ‘pivotal’ and how a moment in a text could be considered ‘pivotal’. What does this mean and how would you identify a pivotal moment in a text?Ask students: How does Zoe’s actions change? What prompts these changes? Are they quick enough?Introduce the question to pupils and explain the requirements, the key words and the command words. Rephrase the question for pupils, if necessary, to how has the writer structured the text to create impact? This may be easier for pupils to access, as opposed to ‘how does the text interest you?’Begin to explore what structure is and what it means. Try to steer away from using mnemonics here like STOPSEC etc. Instead, focus on the idea of mood, tone, atmosphere and how the writer manipulates and changes these as the text develops.Present students with comprehension questions to consolidate their understanding of structure as well as exploring the use of the structure in the extract.Begin to introduce the idea of using question 4 to build a line of argument, when exploring how the writer **shifts** focus. Ask students to think about how the writer **builds up to the idea** of the avalanche being dangerous. Provide students with modelled examples of approaching question 3. Explain the levels each model would receive and why. Model a paragraph, with students, if further support is needed. This won’t be the first time the pupils have attempted this question, but they may need further scaffolding before being completely independent – this is ok.Allow students no more than **10 minutes** to complete their response.Teacher FeedbackDirected Improvement and Reflection TimeFollowing feedback, allow students another chance at completing a timed response using the June 2017 paper. This can be self/peer assessed. |  |
| **Four and Five** | Reintroduce Q4 to students, exploring the key words and information in the question. Explore the meaning behind the command word ‘evaluate’ and ensure that students understand what is required for this question.Move towards retrieval activity, asking pupils to recall the big ideas in the text: what does the writer want us to think of Zoe and the avalanche?Take feedback from the students whilst explaining that by forming big ideas they are beginning to reach an opinion about the text, which forms the basis of evaluation.Look at the ‘big ideas’ and encourage students to think creatively when evaluating the text. Begin to model the process behind constructing a big idea that aligns with the statement and selecting textual evidence that supports it. Model how to evaluate this textual evidence. Use the ‘I DO, WE DO, YOU model’ with this approach.Provide students with a framework for approaching writing a paragraph and allow no more than **10 minutes** for their ideas to be pulled together in one coherent response.Ask pupils to self/peer assess what they have produced.The second half of this chunk encourages pupils to draw on the skills built earlier, and apply them to the exam question. Present that question and ask students to approach using the following method:***Statement:***What is the statement in the question? Do you agree? Wholly? Partially? Can you approach the statement from an alternative perspective?***Textual evidence:***Support your decision with quotations. ***Explanation:***Explain why you have chosen this quotation.***Methods:***Identify the methods used by the writer and how they support your decision.Provide model example to show students how each part of the approach transpires into a response.Allow students to attempt this approach, for themselves. Encourage independence, as much as possible, at this stage. Students should have refined these skills earlier in the chunk and should now be feeling more confident. Allow students no more than **25 minutes** to now attempt a full response to question 4.Teacher FeedbackDirected Improvement and Reflection TimeFollowing feedback, allow students another chance at completing a timed response using the June 2017 paper. This can be self/peer assessed. |  |
| **Six, Seven, Eight** | This chunk focuses on **descriptive** writing with the students – regardless of whether the exam question is descriptive, or a narrative pieces, good quality descriptive writing is essential and often a weakness in writing.Ask pupils to make a list of differences between narrative and descriptive writing, and to consider where the two overlap. What skills are required for **just description?**Present students with two contrasting images eg a dirty/clean toilet. Ask them to list as many adjectives as possible to describe each image but **ban** the most common (eg clean/dirty, nice/horrible). Encourage discussion of choices and ask students to make justifications of the words they have selected.Provide students with task from the November 2019 paper. Ask them to write a short description of a place they consider beautiful. Provide images here, if needed. **This should be a cold task, initially – students can write one paragraph, as a minimum, to get started.**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 and redraft their own response.Teacher feedback on redrafted pieceRepeat 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. |  |

Lesson plans/PPTs/Resources all sit behind this overview