

Year 10 Unit 3 Overview: Creative Reading and Writing

Unit dates: w/c 31.1.22 - w/c 14.3.22 Test date: 18.3.22 (in classrooms)

Target grade for tests:

You will learn how to:

- select and synthesise information
- analyse how writers use methods to create effects for their readers (then use these methods in your own writing)
- compare writers' ideas
- create an effective piece of descriptive writing
- use accurate vocabulary, sentence structures spelling and punctuation

An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

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| <p>Unit Overview</p> <p>During this unit, you will focus on developing the following skills:</p> <ul style="list-style-type: none"> • retrieving key information from texts • analysing writers' use of language • analysing writers' use of structure • using key terminology in written analysis • tracking events and narrative structure • using apt quotations to support points • using language devices to sustain the interest of readers • using paragraphs to structure writing logically and coherently • using a range of simple, compound and complex sentences securely for effect • spelling complex and irregular words accurately • using a range of advanced punctuation accurately • using tense securely and for effect • writing extended texts to describe | <p>Gold Key Words: Key Terminology (AO2)</p> <p>narrative structure: the framework that underlies the order in which a narrative is presented</p> <p>narrator: a person/voice that tells a story</p> <p>narrative voice/perspective: first, second, third person</p> <p>simile: comparison of one thing with another using 'like' or 'as'</p> <p>metaphor: comparison of one thing with another, without the use of 'like' or 'as'</p> <p>flashback: taking the reader back in time during the story</p> <p>foreshadowing: hinting to the reader what might come later in the story</p> <p>personification: human characteristics attributed to something non-human</p> <p>tone: the personality in the narrative voice, e.g: excited, anxious, ominous <i>etc</i></p> <p>adjective: a word that describes a non</p> <p>adverb: a word that describes a verb or adjective</p> <p>verb: an action or doing word</p> <p>noun: the name of a person, place or thing</p> <p>simple sentence: a sentence with a subject and one verb</p> <p>compound sentence: a sentence with two main clauses linked with a connective</p> <p>complex sentence: a sentence with a main clause and a subordinate clause, joined with a connective</p> | | |
| <p>Cross curricular:</p> <p>SMSC: develop a personal response to texts and create a personal response to visual stimulus</p> <p>Literacy: analytical writing (PEEL + PEEWAC paragraphs); descriptive writing; proof-reading; reaching for more ambitious vocabulary.</p> <p>Numeracy: using diagrams to plan writing</p> | | | |
| <p>Suggested reading or support available:</p> <ul style="list-style-type: none"> • BBC Bitesize • Mr Bruff • Shmoop • Showbie • CGP GCSE AQA English Language 'Complete Revision and Practice' revision guide • GCSE-Pod unit on Creative Reading and Writing | <p>Purple Words:</p> <p>Group 1</p> <p>scuttled sauntered meandered devoured tranquillity cascade furtive chasm embellished fragility</p> | <p>Ambitious Vocab</p> <p>Group 2</p> <p>silhouette ricocheted succulent nemesis opulent oblivion cacophony macabre plethora malevolent</p> | <p>Group 3</p> <p>ethereal ephemeral elixir epiphany talisman nefarious incandescence iridescent tumultuous pernicious</p> |
| <p>iPad opportunities:</p> <ul style="list-style-type: none"> • Pic Collage (stimulus for writing descriptions) • SimpleMind (mind mapping planning tool) • Photography to inspire creative writing • Air-dropping pieces for peer-responses | | | |