



**Lesson Plan**

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10 D</b>
<b>Week</b>	<b>5</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>21<sup>st</sup> Century non-fiction- Review of Gravity – Robbie Collin 20<sup>th</sup> Century non-fiction – Letters of note: in the event of moon disaster-speech written Richard Nixon</b>
<b>Key Vocabulary</b>	amniotic umbilical Zero-G ricochet muscovado piping shrapnel plummet
<b>Lessons 1, 2, 3 Live Zoom lesson</b>	<b><u>Specific Learning objectives</u></b> <b>Review of Gravity [page 46]</b> <ul style="list-style-type: none"><li>▪ Explore the writer's intention and analyse how key ideas are presented</li><li>▪ Analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li><li>▪ Evaluate texts critically and support this with appropriate textual references</li></ul> <b><u>Specific Intended Learning Outcomes</u></b> <ul style="list-style-type: none"><li>▪ Students will be able to write meaningful analysis of the writer's use of language and structure to create effect and influence readers.</li><li>▪ Students will be able to comment critically on ideas, events, themes and setting.</li></ul> <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>• Be able to explore the writer's intention and analyse how</li></ul>

	<p>key ideas are presented</p> <ul style="list-style-type: none"> <li>• Be able to analyse in some detail how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention</li> </ul>
<p><b>Tasks</b></p>	<p><b>Zoom Sessions 1, 2 and 3</b></p> <p><b>Review of Gravity</b> [page 46]  <b>Letters of Note</b> [Pg 47]</p> <p>Group Work –  The class is split into two main groups – Group 1 and Group 2.  Group 1 will be divided into Group 1a and 1b.  Group 2 will be divided into Group 2a and 2b.</p> <p><b>Step-1</b></p> <ul style="list-style-type: none"> <li>➤ Explain to students that they're going to engage in a group activity.</li> <li>➤ Group 1a and 1b will read, annotate, analyse - <b>Review of Gravity</b> (Exam Style Question – Paper 2, Q 3) and present to the class in lesson 4. They will be peer assessed by the other Groups.</li> <li>➤ Groups 2a and 2b will read, annotate, <b>Letters of Note</b>. Group 2a will work on a formal letter, Group 2b will work on an informal letter. (<b>Exam Style question – Paper 2 – Q 8</b>). They will present these to the class in Lesson 4.</li> <li>➤ They must work together as a team to produce the best presentation for the class. Each group will be peer assessed by the other groups.</li> <li>➤ Each group will have 15 minutes to present.</li> </ul> <p><b>Groups 1a and 1b</b>  <b>Paper 2, Question 3</b></p> <p>Analyse how the author uses language and structure in his Review of Gravity to interest and engage the reader.  Support your views with detailed reference to the text.</p> <p>Peer assessment:  Students may use the following to peer assess in Lesson 3:</p>

Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
Level 3	7–9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
Level 5	13–15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

**Assessment Criteria/  
Essential questions**

**Edexcel GCSE English Language coverage:**

**GCSE Assessment Objectives:**

**AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

**Resources**

**Review of Gravity –Robbie Collin**  
**Letters of note: In the event of moon disaster**

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10D</b>
<b>Week</b>	<b>5 –Lesson 4 and 5</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>21<sup>st</sup> Century non-fiction- Review of Gravity – Robbie Collin 20<sup>th</sup> Century non-fiction – Letters of note: in the event of moon disaster-speech written Richard Nixon</b>
<b>Key Vocabulary</b>	ordained commending constellations prior to
<b>Lessons 4 &amp; 5 Live Zoom lesson</b>	<ul style="list-style-type: none"> <li>• <b>Letters of note: In the event of moon disaster</b></li> </ul> <p><b><u>Specific Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how implied meaning is established through the choice of concrete and abstract nouns.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to write and present a formal or informal letter and be able to adapt tone, style, register for a purpose and an audience.</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to explore how the writer is able to convey an implied meaning through choice of words, nouns...</li> <li>• Be able to write effectively a formal and informal letter</li> </ul>

## Tasks

### Transactional Writing – Paper 2 – Question 8

#### Writing task:

#### Group 2a

#### Formal Letter Writing

Write a letter to NASA applying for a position as an astronaut.

In your letter, you could:

- state why you are interested in the position
- describe the experience and skills you have that would help you as an astronaut
- explain how you would cope with the dangers of being an astronaut
- as well as any other ideas you might have.

\* Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

#### Group 2b

#### Informal Letter Writing

Your family member (elder brother/sister or one of your parents) has been selected as an astronaut to work on the International Space Station.

Write a letter to your family member expressing your concerns for them while they are away for so long in space.

#### **Peer assessment**

Students use the following AO descriptors to peer assess the work done by the groups.

Level	Mark	AO5:
		<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
	0	The candidate: <ul style="list-style-type: none"> <li>provides no rewardable material.</li> </ul>
<b>Level 1</b>	1–4	The candidate: <ul style="list-style-type: none"> <li>offers a basic response, with audience and/or purpose not fully established</li> <li>expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
<b>Level 2</b>	5–9	The candidate: <ul style="list-style-type: none"> <li>shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
<b>Level 3</b>	10–14	The candidate: <ul style="list-style-type: none"> <li>selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
<b>Level 4</b>	15–19	The candidate: <ul style="list-style-type: none"> <li>organises material for particular effect, with effective use of tone, style and register</li> <li>manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
<b>Level 5</b>	20–24	The candidate: <ul style="list-style-type: none"> <li>shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>
<b>Level 5</b>	13-16	<ul style="list-style-type: none"> <li>uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

**Assessment Criteria/  
Essential questions**

**AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  
**AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.  
**GCSE Assessment Objectives: AO5, AO6 GCSE Assessment Objectives: AO1, AO2, AO4**

**Resources**

**Review of Gravity –Robbie Collin**  
**Letters of note: In the event of moon disaster**

