

<p>Concept: Conflict Students practise the reading and writing skills required for GCSE English Language Paper 2: writers' viewpoints and perspectives</p>	
<p>Home Learning: Students are expected to complete <u>one piece of English home learning every week</u> and <u>one piece of Reading home learning every day</u>. Homework may be set on paper or online on Frog. Students can use MyOn to support home reading.</p>	
<p>Key Questions: Reading section</p> <ul style="list-style-type: none"> • What is explicit information? • What is implicit information? • What is a summary? • What is inference? • What are the key words to write about language? • What does the command word HOW mean at the start of a question? • What does it mean to ANALYSE the effect? • What does COMPARISON mean? • What words can you use to describe a writer's viewpoint? • What methods to writers use to convey their viewpoint? What is their effect? <p>Writing section</p> <ul style="list-style-type: none"> • What makes a good and compelling piece of writing? • What does DAFOREST stand for? How can these methods be used in non-fiction writing? • What are linguistic and cohesive devices? • What are the genre conventions of writing: a speech, an article, a letter? • What are the genre conventions of writing to: explain, argue, persuade? 	<p style="text-align: center;">Diagnosis</p> <ul style="list-style-type: none"> • Retrieval activities during Recall It tasks. • Reading response based on questions 2 and 4 of the paper • Writing a letter arguing their point of view on school uniforms <hr/> <p style="text-align: center;">Therapy</p> <ul style="list-style-type: none"> • Whole-class feedback • Sharing model responses • DIRT tasks • Peer to peer support
<p>Students will:</p> <ul style="list-style-type: none"> • Be able to make thoughtful and perceptive inferences about what they have read • Be able to retrieve specific textual details and quotations to support their ideas about texts • Be able to use SQID (Q2) and PETA (Q3&4) effectively to structure their ideas in relation to a question on the text • Be able to plan and write a piece of non-fiction writing and using: linguistic, cohesive devices, paragraphs, and increasingly sophisticated vocabulary effectively 	<p style="text-align: center;">Testing</p> <ul style="list-style-type: none"> • Students will complete a reading and writing assessment for paper 2.