

YEAR 9 SCHEME OF WORK: SHAKESPEARE FOR SATS

WORD LEVEL

Spelling

- 1 Revise spelling conventions
- 2 High-frequency words

Spelling Strategies

- 3 Evaluate own spelling
- 4 a) learning strategies
b) apply knowledge
c) identify patterns
- 5 Ways of checking

Vocabulary

- 6 Terminology for analysis
- 7 Layers of meaning
- 8 Connectives for developing thought

SENTENCE LEVEL

Sentence construction and punctuation

- 1 Complex sentences
- 2 Punctuation for clarity and effect
- 3 Degrees of formality
- 4 Integrate speech, reference and quotation

Paragraphing and cohesion

- 5 Shape paragraphs rapidly
- 6 Paragraph organisation

Stylistic conventions of non-fiction

- 7 Exploit conventions
- 8 Conventions of ICT texts

Standard English and language variation

- 9 Sustained standard English
- 10 Attitudes to standard English
- 11 Trends over time

READING

Research and study skills

- 1 Information retrieval
- 2 Synthesise information
- 3 Note-making at speed
- 4 Evaluate information

Reading for meaning

- 5 Evaluate own critical writing
- 6 Authorial perspective
- 7 Compare texts
- 8 Readers and texts

Understanding the author's craft

- 9 Compare writers from different times
- 10 Interpretations of text
- 11 Author's standpoint
- 12 Rhetorical devices

Study of literary texts

- 13 Evaluate own reading
- 14 Analyse scenes
- 15 Major writers
- 16 Different cultural contexts
- 17 Compare poets
- 18 Prose text

WRITING

Plan, draft and present

- 1 Review own writing
- 2 Exploratory writing
- 3 Formal essay
- 4 Presentational devices

Imagine, explore, entertain

- 5 Narrative techniques
- 6 Creativity in non-literary texts
- 7 'Infotainment'
- 8 Poetic form and meaning

Inform, explain, describe

- 9 Integrate information
- 10 Explain connections
- 11 Descriptive detail
- 12 Effective presentation of information

Persuade, argue, advise

- 13 Influence audience
- 14 Counter-argument
- 15 Impartial guidance

Analyse, review, comment

- 16 Balanced analysis
- 17 Cite textual evidence

SPEAKING AND LISTENING

Speaking

- 1 Evaluate own talk
- 2 Standard English
- 3 Interview techniques

Listening

- 4 Evaluate own listening skills
- 5 Compare points of view
- 6 Analyse bias
- 7 Identify underlying issues

Group discussion and interaction

- 8 Evaluate own contributions
- 9 Considered viewpoint
- 10 Group organisation

Drama

- 11 Evaluate own drama skills
- 12 Drama techniques
- 13 Compare interpretations
- 14 Convey character and atmosphere
- 15 Critical evaluation

SATs - Planning a scheme of work for Shakespeare Play: ideas for discussion

Macbeth 2002: Act 2, Scene 1, line 1 - 64; and Scene 2, line 1 - 77 (the whole scene), Act 3, Scene 4 (the whole scene)

All pupils will:

- See a performance of the play/set scenes when at all possible
- Put Shakespeare within historical/cultural context (at varying levels)
- Understand cultural context of romance, tragedy, kingship, witchcraft etc
- Identify difference between a play and other texts
- Know the plot of the play (in varying depth)
- Recognise main characters
- Secure basic key spellings
- Know the content of one set scene
- Have own copy of set scene
- Identify most important key quotes in set scene
- Be able to write about characters in set scene e.g. diary entry
- Be able to write about staging/directing set scene at v. basic level
- Practise writing about set scene in exam conditions
- See quality exemplar writing about a Shakespeare play

Most pupils will also:

- Secure most key spellings
- Discuss motivation of characters
- Unravel set scene
- Understand importance of set scene
- Know what becomes before and after set scene and why
- Empathise with characters
- Understand role of director
- Understand role of actor
- Understand content of "staging" i.e. lighting, pace, terminology etc
- Begin to engage with Shakespeare's language
- Recognise and understand effects of using imagery

Some lower ability pupils will:

- Need to use cloze, frames and other DARTs activities to help them write about the text
- Engage with the text more easily through active learning (e.g. matching cards etc)

Some higher ability pupils will:

- Extend their understanding of the play through independent and guided research
- Acquire a more sophisticated vocabulary with which to discuss and write about the play
- Engage with the language of Shakespeare more fully