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| **English - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-1**  | **A Monster Calls by Patrick Ness** | **Number of lessons in sequence** | **12 weeks of 4 x 1 hour lessons grouped according to reading or writing focus** |
| **Overarching Curricular Goals** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.)  | **By the end of this unit students will:** Understand the idea of loss within the family and how children deal with its isolating effects both at home and in school, in the world of the real and the imagined. Students will use empathetic skills to understand the central character, his actions and behaviour to gain a powerful insight into the coping mechanisms of children. Students will also explore the notion of monster as metaphor to examine wider societal pressures and implications through textual comparison. Through reading students will then diversify into transactional/viewpoint writing using themes in book – loss, family dysfunction, friendship, parent-child relations – as a stimulus to produce texts in different forms targeting real audiences and purposes.**Knowledge**Gain insight into family tragedy and the universal themes authors return to time and again in fiction, e.g. death of a loved one. Students will understand the power of prose to excite, amaze and transport readers beyond the present at the same time addressing important milestones applicable to all, including children: the end of innocence; acceptance of truth, mortality, etc. Students will also learn how to address topics emerging from the text as real issues in modern society and practice viewpoint writing that targets specific audiences for specific purposes in specific forms the conventions of which they will know and apply in context.**Skills**Achieve a secure understanding of narrative viewpoint and voice, characterisation, archetypes, inference and deduction, close reading, writer’s craft, structural devices and effects, setting as character, allusion, monster as metaphor, allegory. In terms of viewpoint writing the conventions of form (PAFT) and use of rhetoric (DAFOREST) to manipulate language to achieve particular effects. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | Modern novel with literature focus on critical style developing textual referenc; analysing writers’ use of structure and form to create meaning/effectLinks BACK (prior learning)* KS2 work/transition??

Links FORWARD (future learning)* *Noughts and Crosses* (Y8) focusing on family relations, friendship, secrets and bullying
* *The Tempest* (Y9) through sense of isolation, magic and control
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| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| Alliteration, simile, triple, onomatopoeia, metaphor, personification; verb, adverb, pronoun, adjective, preposition; protagonist, antagonist, setting, plot, genre, theme, exposition, rising action, climax, falling action, denouement[**Knowledge Organiser**](KO%20AP1%20Year%207%20A%20Monster%20Calls.pptx) | **Knowledge support** – referencing prior knowledge in think-pair-share activities on themes emerging from whole class reading; making links to own culture and other world views to establish common ground for study of text. **Reading support** – use of variety of texts including fiction, non-fiction; scaffolding and teacher models; prediction and summarising activities to track and self-monitor comprehension of plot, character and theme with barriers addressed through class discussion regularly. **Support** – writing frames, dictionaries, KO, pair and group work**Skill** | **Opportunities for inclusion of challenging content** –subject matter (death of mother to cancer) very challenging and sensitive with pre-conceived ideas explored through reading and discussion**Useful websites to stretch students** – author’s website with access to podcasts and interviews with Patrick Ness<https://patrickness.com/>Litcharts organiser for greater insight and depth<https://www.litcharts.com/lit/a-monster-calls/themes> | **Read** – pre-planned extracts for variety of sources to bolster understanding of ideas explored in text; teachers to share alternative texts as possible avenues of further examination whether fiction or non-literary or non-literary.**Listen – access to help and support** via podcasts and self-help guides linked to the text and its attendant themes; awareness days and events marked in the department or at whole school level in the ethos and values to discuss and air thoughts and opinions on for example: bereavement, young carers, vulnerable groups, bullying, mental well-being and support.**Watch** – film adaptation of book available (stream/DVD) as well as a host of related content on Youtube and elsewhere linked to text. |

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| **A Monster Calls** | **Sequence of learning Lesson title, theme, big question.** |  **Key Concepts/outcomes/knowledge and skills.** **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.** **Green=assess/Blue=improve**  | **HWK. Add** **Hyperlink****To be in books clearly marked** | **Furthering Cultural Capital.****&/or****Opportunities for reading/speaking** | **Recall of prior or future topics –**  | **Lesson resources including hyperlink to supporting websites & individual lessons.** **5xT+L essentials to be included in individual lessons,** |
| **1**  | **Representations of Medusa in art and literature and the changes she undergoes** | **Knowledge:** story of Medusa using extract and how she is presented in literature**Skill:** highlight and summary, close reading, use of PEICEI for structuring ideas**Key vocab** – language, structure, connotation, semantic field, inference, deduction, ASTOMP | Reading for understanding; summarising information; HAPS extension with focus on myths and legends (tales) and how she has depicted in art and sculptureWhat is the difference between Medusa before and after she was transformed? Apply inference and deduction skills to two opposing viewpoints: Ovid and Virgil the Roman poets (PEICEI)Examine inference more closely looking at false, misleading impressions, e.g. poisonous flowers – explore alternative deceptionsAnalyse model focusing on language and self-assess own responsePrior Knowledge DO NOW task on language techniques (Tier 2 vocabulary)How effective is the use of characterisation in Duffy’s poem? Focus on quotation and exploding them through structured analysis | [Homework - ALL](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CKO%2C%20Mid-Term%20Plans%2C%20Homework%5CKS3%20Homework%202020.pptx)Write a revision resource for Section 1: Language Analysis. Give examples for each technique as well as ideas of how to identify and remember them | Notion of beauty and ugliness; representation of female with links to media today; reading poem; importance of myths | Representation of women in An Inspector Calls; difference and prejudice in Noughts and Crosses | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW1%20-%20Medusa.pptx)[Medusa poem and story](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW1%20-%20Medusa.docx) |
| **2** | **Monsters in literature** | **Knowledge:** characterisation, setting and plot explored through reading**Skill:** examining writer’s use of language (verbs and adjectives) and form**Key vocab:** PETAL, humanoid, verb, adjective; iconography | Which monster is more frightening and why? Textual analysis DO NOW task using the images on the PP – focus on oracy to explain viewpoint; reading of chapter 1 – return to zoom in on extract of first meetingHow does Ness create a sense of strength and power in his description of the monster? Examination of structural features, verbs and adjectives for effect; view film clip of Conor and monster’s first meeting – textual analysis of moving image and director choices for effect on viewer; deconstruct model answer in PETAL format with challenge to improve;  | Learn the Tier Two vocabulary on the KO for test – spelling and definition | Explore monster definition, purposes; sharing iconography of monsters from other cultures **reading chapter’s 1-5** | Active reading; reading aloud; adaptation and shaping of character across different media | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW2%20-%20Conor%27s%20monster.pptx) |
| **3** | **Conor as atypical teenage boy** | **Knowledge:** characterisation and applying self-knowledge and empathy skills as teenagers**Skill:** inference and deduction; reading for meaning**Key vocab:** PETAL, atypical, protagonist, antagonist | How does Ness present Conor in the opening chapter of AMCs?DO NOW task focusing on Conor as atypical teenage boy; draw links to Conor’s mother, her illness and its effect on himDeconstruct question in preparation for assessment on Conor’s character; discuss and share views on prompt sheet and share ideas about how to incorporate them into our analysis of Conor (like an exploding extract approach)[Challenge prompts for AO2 analysis.docx](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW3%20-%20Challenge%20prompts%20for%20AO2%20analysis.docx)Read and annotate extract on Conor from chapter 1; use KO to refer to language techniques (craft) as teacher models annotation; use of zoom to highlight/examine parts of speech; use PETAL to structure answer following teacher’s example.[Mid-point assessment booklet](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5C0%20AMC%20Reading%20Mid-Point%20Assessment%201.docx)\*follow up Improvement Lesson to QA assessment and set targets for improvement  | Find two similar characters from fiction and compare them in detail – discuss their similarities but also their differences, e.g. Harry Potter and Draco Malfoy | Sharing of ideas and experiences of other character archetypes – hero and villain – from literature, film, etc. using HLVs protagonist, antagonist | Characterisation in stories from KS2Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%201-5.docx) for chapter’s 1-5 | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW3%20-%20Conor.pptx)[A Monster Calls - extract](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW3%20-%20Conor%20Marked%20Piece%20AO2.docx) |
| **4** | **Which monster is more frightening and why?** | **Knowledge:** prior knowledge of monsters (Medusa) explore comparisons with Dracula**Skill:** highlight and summary, close reading, use of PEICEI for structuring ideas**Key vocab** – language, structure, connotation, semantic field, inference and deduction, ASTOMP, protagonist, nocturnal, accursed, expanse, repulsion, emerge, abyss, delusion, encompass | What are the differences in the presentation of the two monsters?Evaluate degree of scariness comparing Dracula to Conor’s monster – verbal mind-mapping of character traits, oracy to justify ideas using SEClose reading of Dracula extract focusing on use of setting and character to create tension – challenge students to examine structure and why Stoker organised the sentences, the sequence of events, POV this way[Dracula and Conor’s monster compared](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW4%20-%20Dracula%20AO3.docx)Watch video of Dracula as presented on film (BBC trailer) and challenge the students through discussion which is the more effectively presented.Use PEICEI to compare Dracula and Conor’s monster using teacher model – SELF & PEER ASSESS using green pen | Design and describe your monster – explore how it would demonstrate your fears and describe it in detail using ASTOMP (see KO) | Exploring seminal texts, e.g. Bram Stoker’s Dracula and links to monster in AMC; **reading chapter’s 6-8** |  | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW4%20-%20Dracula.pptx) |
| **5** | **Representation and comparison of grandmothers** | **Knowledge:** characterisation, narrative viewpoint and style**Skill:** examining writer’s use of language and form; highlight and summary, close reading, use of PEICEI for structuring ideas**Key vocab:** Freitag’s Pyramid (KO), stereotype | What are the differences in the presentation of the two grandmothers – Conor and Lily’s?Mind map/oracy exercise on perceived stereotypes of grandmothers; share experiences of own relationship with grandmothersCompare and contrast exercise using extract and challenge task of justification for this focusing on author’s craft and intentUse PEICEI to structure analysis of two grandmothers, synthesising information from two sources[Grandma comparison](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW5%20-%20Grandma%20Marked%20Piece%20AO3.docx)*\*Improvement lesson in 2 week window on how Conor is presented is the opening chapter* | Plot the narrative so far using Freitag’s Pyramid | Self reflection on family and role of and relationship with grandparents, particularly grandmothers; **reading of chapter’s 9-10** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%206-8.docx) for chapter’s 6-8 | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW5%20-%20Grandma.pptx) |
| **6** | **Sympathy for Conor** | **Knowledge:** characterisation, narrative viewpoint and style**Skill:** examining writer’s use of language and form; highlight and summary, close reading, use of PETAL to explore language analysis**Key vocab:** PETAL, annotate, dialogue, imperative, exclamatory, simple sentence, paragraphing | How does the writer use language to create sympathy for Conor?Use continuum to identify key events from chapter’s 1-10 to plot levels of sympathy for Conor – visual record to chart writer’s use of structure[Sympathy for Conor continuum graph](1.%20Reading%20JA/W6%20-%20Conor%20sympathy%20graph.docx)Focus attention on deconstructing question for key words that steer students towards correct answer; use of continuum to help “explode” extract – added challenge to go away and learn as a closed book style response[T:\English\2019-20\2019-20 curric\KS3\Y7\AP1 A Monster Calls\1. Reading JA\W6 - Conor AO2.docx](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW6%20-%20Conor%20AO2.docx)Use PETAL to structure answer.Self and peer assessment of essay using teacher model to improve analytical response | Pre-learn the techniques needed for Transactional Writing from your KO and create a revision resource similar to Week 1 | Looking at pressures on young people and coping mechanisms**Reading of chapter’s 11-15** | Explore texts outside of extract to synthesize evidence for clearer impression of writer’s craftTarget question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%209-10.docx) for chapter’s 9-10 | [Powerpoint](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C1.%20Reading%20JA%5CW6%20-%20Conor.pptx) |
| **7** | **Mid-point Assessment** | **Reading: 45 minutes; 2 x Qs; comparison** | Q1 – How does Patrick Ness use language to create sympathy for Conor in this extract?Q2 – Compare how the writers present the different creatures in the extracts (i) A Monster Calls and (ii) Frankenstein[Chapter 10 extract](file:///T%3A%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5CASN%20AMC%20Reading%5CASFA%20AMC%20Reading%20Mid-Point%20Assessment%201.docx) \*follow up Improvement Lesson to QA assessment and set targets for improvement | Learn the Tier Two vocabulary on the KO for test – spelling and definition | Consolidation of skills gathered so far; exercise in wider school and world preparedness in relation to assessment**Reading chapter’s 16-19** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%2011-15.docx) for chapter’s 11-15 |  |
| **8** | **Diaries and their conventions and applications** | **Knowledge:** conventions of form; value of talk to combat mental health problems**Skill:** examining writer’s use of language and form; highlight and summary, close reading, deconstruction of model; writing for specific audiences; PAFT**Key vocab:** PAFT, annotate, diary, convention; form; re-count; pronouns, chronological, colloquial, sensory language, authenticity | Query what we do with things that build up in our minds, e.g. worries, doubts and insecurities – how do we channel it? – query condition or rules of forum or mediumApply thinking to Conor and A Monster Calls – watch video clip of Conor destroying the parson’s house, i.e. his grandma’s house.[Film clip – the destruction of the parson’s house](https://www.youtube.com/watch?v=nz8IJzGBn2A)Examine conventions using key vocabulary – use of Freyer model to exemplifyHighlighting and annotation exercise to deconstruct teacher [model of diary](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C2.%20Writing%20EB%5CW8%20-%20Diary%20MODEL.docx) from POV of Conor – opening lines – before full close reading and paired analysisRe-read/examine incident from text when Harry refuses to see/acknowledge Conor in school – set up writing task to record Conor’s thoughts in a diaryPeer assessment activity to identify and label conventions and techniques as demonstrated in the teacher model and applied in their own work – CHALLENGE is authenticityImprovement session on diary based on peer’s EBIs and teacher advice – to include students setting 2-3 targets for improvement (writing) | Research three famous diarists: Samuel Pepys, Ann Frank and Adrian Mole (fiction) and find out 3 facts about them to share. | Importance and value of talk to vent frustrations and unload concerns and anxieties that affect young people; notion of diary as tool to release pent of feelings and channel them in positive manner**Reading chapter’s 20-24** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%2016-19.docx) for chapter’s 16-19 | [Powerpoint](2.%20Writing%20EB/W8%20-%20Diaries%20%28reading%20chp%2020-24%29.pptx) |
| **9** | **Letters and formality** | **Knowledge:** conventions of form - letters; formality according to context**Skill:** examining writer’s use of language and form; highlight and summary, close reading, deconstruction of model; writing for specific audiences; PAFT**Key vocab:** PAFT, annotate, formality, convention; form; authenticity | Focus on issues related to school and their environment and apply reasoning to incident scenarioUsing typical viewpoint writing/transactional task to identify key triggers of response: purpose, audience, form – establish degree of prior knowledge to ascertain level of support needed before proceedingExamine key aspect of form using BBC Bitesize video clip – low stakes quiz to check understandingDo shadow task using [letter of complaint to restaurant](2.%20Writing%20EB/Letter/L2%20-%20letter%20of%20complaint.doc) before tackling letter to their future self promoting the purpose and importance of planning using WAGOLL – visualiser to exemplify and decode student examples – structure and content high value considerationsStudents write their letter based on the model and scaffolded support – follow up reflection activity on learning – opportunity for S&L task reading letter OR time capsule initiative to store until end of yearPeer assessment activity to identify and label conventions and techniques as demonstrated in the teacher model and applied in their own work – CHALLENGE is structure and contentImprovement session on diary based on peer’s EBIs and teacher advice – to include students setting 2-3 targets for improvement (writing)Explore levels of formality in different context – relevant to tone (language use) – begin to build bank of emotive words according to purpose as well as tone – learn how to use thesaurusDeconstruct model letter of complaint – apply same rationale to own writing task: a letter of complaint from Conor’s grandma following Harry’s bullying of Conor in schoolEvaluate success criteria with importance placed on sentence structure, punctuation and discourse markers – all related to organisational/structural goalsPeer assessment activity to identify and label conventions and techniques as demonstrated in the teacher model and applied in their own work – CHALLENGE is authenticityImprovement session on diary based on peer’s EBIs and teacher advice – to include students setting 2-3 targets for improvement (writing) | Produce a WAGOLL plan for a task: As headteacher, write a letter responding to Conor’s grandma. | Real world experience of letter writing for formal purposes (college, jobs, etc.) with practical application beyond English and exams; importance of weighing and measuring words for tone**Reading chapter’s 25-29** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%2020-24.docx) for chapter’s 20-24 | [Powerpoint](2.%20Writing%20EB/W9%20-%20Letters%20%28reading%20chp%2025-29%29.pptx)Optional/extra resources [here](2.%20Writing%20EB/Letter/Misc%20letter%20example) |
| **10** | **Articles and structure, graphology** | **Knowledge:** conventions of form; layout and graphology; how stories are structured and targeted **Skill:** examining writer’s use of language and form in news articles; highlight and summary, close reading, deconstruction of model; writing for specific audiences; PAFT, synthesising information for news story purposes**Key vocab:** PAFT, annotate, article, convention; form; DAFORREST, 5 Ws | Examine DAFOREST – exemplars followed by student examples. Read [Dairy](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C2.%20Writing%20EB%5CArticle%5CDAFOREST%20-%20to%20do%20before%20Article%20lessons%5CDAFOREST%20LESSON%20RESOURCE.doc) milk resource and identify techniques/meaning – preparation for low stakes quiz (optional card sort activity)Focus on form and features of newspaper articles – see KO; label layout/graphology of front page of newspaper to check prior knowledge – access to First News free newspapers OR display electronic example on boardLink back to A Monster Calls and bring in notion of ‘themes’ particularly cancer – use cancer awareness sheets (p1-5) to examine form and purpose [Cancer Resource sheets](2.%20Writing%20EB/Article/L1%20-%20ks3_resourcesheets-teachersnotes.pdf)Recap DAFORREST and independently read article about boy [Little boy gets his smile](2.%20Writing%20EB/Article/L2%20Article%20-%20Little%20boy%20gets%20his%20smile.docx) focusing on 5 Ws, persuasive features and their effectsUsing BBC Bitesize write opening to article based on a news clip (differentiated challenge for HAP/LAPs) – peer assess using success criteria + feedbackShift focus to child carers, like Conor. Read through [article](2.%20Writing%20EB/Article/L4%20Slide%2024%20Young%20Carers%20article%20-%20Possible%20WAGOLL.docx) and [Factsheet](2.%20Writing%20EB/Article/L4%20Slide%2024%20Young%20Carers%20Facts%20to%20use%20for%20final%20article.docx) and apply skills learned to date e.g DAFORREST, 5 Ws, to write article on child carers – begin with plan – to be checked using success criteria to ensure all ingredients of form and style are planned for, then write it. Peer assessment.Go through and explain mark scheme and success criteria in preparation for final assessment. | Research task on child carers | Challenging real world health concerns that link with the text; facts explored around cancer for useful insight into disease; local news story centred around children and wider concerns around child carers explored**Reading chapter’s 30-32** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%2025-29.docx) for chapter’s 25-29 | [Powerpoint](file:///%5C%5Casfa-fs03%5CStaffShared%24%5CEnglish%5C2019-20%5C2019-20%20curric%5CKS3%5CY7%5CAP1%20A%20Monster%20Calls%5C2.%20Writing%20EB%5CArticle%5CDAFOREST%20-%20to%20do%20before%20Article%20lessons%5CDAFOREST%20LESSON.pptx)Extra newspaper articles of First News unavailable [here](2.%20Writing%20EB/Article/Extra%20Newspaper%20Articles) |
| **11** | **Speeches and rhetoric (pathos, logos, ethos)** | **Knowledge:** conventions of form; rhetoric inc. logos, pathos, ethos; speech as performance**Skill:** examining writer’s use of language and form; highlight and summary, close reading for comprehension, deconstruction of model; writing for specific audiences and purposes**Key vocab:** PAFT, annotate, rhetoric, convention; form; logos, pathos, ethos | Matching task for examples of techniques used in speeches (rhetoric) [matching task](2.%20Writing%20EB/Speech/L1%20Do%20Now%20Activity.docx)Listen to [**MLK speech - video**](http://www.youtube.com/watch?v=jyR8h9iimw4) and record DAFORREST on hard copy of [MLK speech](2.%20Writing%20EB/Speech/Martin%20Luther%20King%20Speech.doc) before brief comprehension on it focusing on style as well as subject matter/deliveryModel analysis of part of the speech using visualiser before completing analysis independently – PEER ASSESSMENT and identification of next steps and knowledge gapsWatch [**Room 101 clip with Steven Moffat**](https://www.youtube.com/watch?v=7dk115T_dSI&list=PLTA4CdOJDROacS969QESd-hSAq0bw2ivf) in preparation for S&L task where you consign 2-3 items into Room 101. Teacher to stress rules. Self assess performance in task including use of rhetoric (HAPs logos, pathos, ethos)Explore smart phone use with class – use prompts on board on familiar divisive subjects to map out arguments for/against smartphones – students use DAFORREST to create an example for each letter in the mnemonic (scaffolded example as support)Set up speech to teachers on the subject of smartphones – analyse WAGOLL and example speech for impact/use of technique before writing their own. | Find 5 facts about George Orwell and 1984 | Links to Black Lives Matter and BAME students; power of words to move (pathos, logos, ethos) and how to apply rhetoric to achieve same result in different contexts – from the serous to the light hearted**Reading chapter’s 33-36** | Target question students on prior events in book using selection of prompts [here](2.%20Writing%20EB/Recall%20Qs%20Chp%2030-32.docx) for chapter’s 30-32 | [MLK Speech.pptx](2.%20Writing%20EB/Speech/L1%20MLK%20Speech.pptx)[Room 101 Speech.pptx](2.%20Writing%20EB/Speech/L2%20%26%203%20Room%20101%20Speech.pptx)[Year 7 smart phones.pptx](2.%20Writing%20EB/Speech/year%20seven%20smart%20phones%20CO.pptx) |
| **12** | **Revision and planning skills for AP2 Assessment** | **Transactional Writing Task – speech to Year 6 on bullying** | **Write a speech to Year 6 on the dangers and destructiveness of bullying.**Revisit features of speeches and review DAFORREST and rhetorical devices in context.Focus on WAGOLL as preparation for assessment as applied to other forms of writing learned over the course of the unit.[AP1 Transactional Writing Assessment booklet](2.%20Writing%20EB/00%20AP1%20Assessment%20AMC%20-%20Writing.docx) |  |  | Target question students on prior events in book using selection of prompts for chapter’s 33-36 |  |
| **13** | **Post-Assessment Review and discussion around themes and messages of A Monster Calls** | **Knowledge:** re-cap on themes emerging from text and relevance to own lives; novel structure and prose style; magic realism and creative writing as medium to explore the darker side of the imagination**Skill:** evaluate skill base and progression from beginning to end of course in terms of how these ar applied; comprehension, deconstruction of model evaluated; writing for specific audiences and purposes; learner voice**Key vocab:** PAFT, annotate, rhetoric, convention; form; logos, pathos, ethos | Carry out post-assessment improvement activities – reflection on performance in AP1 assessment against success criteria and next steps for improving writing skills.Discussion of book and its relevance, impact, usefulness as a text plus themes.Explore wider discussion questions to open up value of text as a medium to explore loss, isolation, family, school, bullying, etc. | Learner voice activity in response to book | Students to design the educational purposes of this book – justify the reason for its study (part of Learner Voice) | Discussion on wider themes emerging and highlight links to texts in Y8 and query links to KS2 |  |