

YEAR 11 – English Language (GCSE 9-1)      **Week 9 - STUDY PLAN – DISTANCE LEARNING**

**Teacher:** -----

**Class and Section:** YEAR 11 –

**Subject:** English Language (GCSE 9-1)

**Week 9:** 25<sup>TH</sup> OCTOBER – 28<sup>TH</sup> OCTOBER

**No. of lessons:** 4 – All Zoom Sessions

**Student’s access to Work:** Work sent to students through Class Group Gmail or Google Classroom

**Topic:** 21<sup>ST</sup> Century Non-Fiction – Leaflet

**Overall Objectives:**

- Be able to summarise, synthesise and connect key ideas in the text
- Understand how writers structure a text to achieve their intention: to persuade the reader
- Identify the writer’s possible intention and analyse closely some of the writer’s choices that contribute to achieving it

**Outcome:**

- Evaluate the writer’s choice of vocabulary, form, grammatical and structural features
- Comment critically on ideas, events, themes and setting.
- Write for impact: gather, reject, select, sequence and shape texts to achieve purpose and intention

**RESOURCES:**

- English Language Text Anthology (page 71)
- ‘Could you be a volunteer with Independent Age?’

DATE	ACTIVITY
WEEK 9	25 <sup>TH</sup> OCTOBER – 29 <sup>TH</sup> OCTOBER
Zoom Session 1	<p data-bbox="443 305 1220 342">‘Could you be a volunteer with Independent Age?’ [page 71]</p> <p data-bbox="443 380 678 417"><b><u>Lesson Objectives</u></b></p> <ul data-bbox="489 418 1797 529" style="list-style-type: none"> <li data-bbox="489 418 1797 488">• Be able to summarise and synthesise key ideas in the leaflet, exploring connections and their likely impact on the reader</li> <li data-bbox="489 493 1465 529">• Understand how writers structure a text to manage the reader’s response.</li> </ul> <p data-bbox="443 570 667 607"><b><u>Success Criteria:</u></b></p> <ul data-bbox="489 609 1751 683" style="list-style-type: none"> <li data-bbox="489 609 1402 646">• Be able to critically read and comprehend, summarise and synthesis</li> <li data-bbox="489 651 1751 683">• Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features</li> </ul> <p data-bbox="443 721 1236 758"><b><u>The Learning Process/Assessment For Learning Strategies</u></b></p> <p data-bbox="443 797 728 834"><b><u>Reading for Meaning</u></b></p> <ul data-bbox="489 873 1728 984" style="list-style-type: none"> <li data-bbox="489 873 1728 911">▪ Read the text together with students; ask questions to test their understanding of the meaning.</li> <li data-bbox="489 915 1696 953">▪ Make students interpret a few words and phrases, comment and add to their understanding.</li> <li data-bbox="489 958 1619 984">▪ Help students maintain their focus on the writer’s viewpoint and the use of language.</li> </ul> <p data-bbox="443 1023 590 1060"><b>Questions:</b></p> <ol data-bbox="443 1105 1772 1352" style="list-style-type: none"> <li data-bbox="443 1105 1772 1224">1. a) How does the leaflet try to persuade people to become volunteers? Underline any word, phrase or sentence that you think is particularly persuasive. b) Summarise how the writer has tried to persuade the reader to consider becoming a volunteer.</li> <li data-bbox="443 1284 1709 1352">2. a) Look carefully through the text and underline <b>two</b> ways in which volunteers can help elderly people.</li> </ol>

	<p>b) Summarise how the text suggests that volunteers can help elderly people.</p> <p>3. a) What impression does the writer give of the elderly people that Independent Age supports and the volunteers that help them? b) Summarise how the text presents the volunteers and the people they help.</p> <p>4. Which aspect is most strongly emphasised in the text: the practical help or the emotional support that volunteers can offer to the elderly? Why has the writer done this?</p> <p><b><u>Learning Outcome</u></b> Students will be able to read and demonstrate good comprehension of text in areas specified in objectives.</p>
<p><b>Zoom Session 2</b></p>	<p><b><u>Lesson Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Be able to summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader</li> <li>• Understand how writers structure a text to achieve their intention: to persuade the reader</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to critical read and comprehend ,summarise and synthesis</li> <li>• Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features</li> </ul> <p><b><u>The Learning Process/Assessment For Learning Strategies</u></b></p> <p><b><u>Understanding text structure</u></b></p> <p>Discuss the elements of the text structure.</p> <p>Consider the following questions:</p> <ol style="list-style-type: none"> <li>1. Choose <b>one</b> element of the text’s structure that you felt was effective.</li> </ol>

	<p>Explaining your choice, comment on:</p> <ul style="list-style-type: none"> <li>• how this element’s position in the text makes it more persuasive</li> <li>• how this element’s position <i>relative to other elements</i> makes it more persuasive</li> <li>• the specific impact of this element and its position on the reader.</li> </ul> <p>2. Explain whether you feel the writer effectively persuades the reader to become a volunteer. Remember to:</p> <ul style="list-style-type: none"> <li>• support your ideas with evidence from the extract</li> <li>• explore the writer’s structural choices and their impact in detail.</li> </ul> <p><i>[Write a paragraph and read that out for peer response and feedback] - AfL</i></p> <p><b><u>Learning Outcome</u></b> Students will demonstrate the ability to understand the writer’s use of persuasive techniques to influence the reader and achieve desired effect</p>
<p><b>Zoom Session 3</b></p>	<p><b><u>Designing Your Text</u></b></p> <p><b><u>Lesson Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand how writers structure a text to achieve their intention: to persuade the reader</li> <li>• Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to apply a range of persuasive techniques</li> <li>• Be able to structure a text according to the purpose and effect desired to achieve</li> </ul> <p><b>Writing Task: Leaflet</b> Write a leaflet in which you persuade the reader to take part in, or support, a charity or activity at your school or</p>

	<p>in your local area.</p> <p>Discuss the design of your text and other structural choices using the following questions.</p> <ul style="list-style-type: none"> <li>• What will you write about? Who is your audience? What impact do you want to have on them?</li> <li>• Note down all the different ideas you could use in your writing. Think about the different elements you want to include.</li> <li>• Select your strongest ideas and sequence them in the most effective order.</li> <li>• How will the reader respond to your ideas?</li> </ul> <p><b>Discuss the use of tense, viewpoint and register:</b></p> <ul style="list-style-type: none"> <li>• Tense: How will you use tense? Will you write mainly using past tense or present tense?</li> <li>• Viewpoint: Will you write mainly in the first or third person?</li> <li>• Register: Think about the audience you are writing for. Will you write in a formal register or an informal register?</li> </ul> <p>The task may be taken up for Homework.</p> <p><b><u>Learning Outcome</u></b> Students will be able to review the structure of their sentences to make sure they express their ideas as clearly as possible and contribute to their intended tone and impact on the reader.</p>
<p><b>Zoom Session 4</b></p>	<p><b>Discussion on the writing task / Sharing of ideas</b></p> <p><i>Lesson Objectives:</i></p> <ul style="list-style-type: none"> <li>• Students annotate their leaflet, identifying the reasons for their choices of ‘elements’ and the balance of those elements.</li> </ul>

***Success Criteria:***

- Be able to annotate and explain their reasons for their choices made to achieve purpose and effect

A few students read their descriptions and receive feedback from peers and the teacher.

Share the following points with students to enable them to comment on reward-able content only.

Selection of appropriate ‘choices / persuasive techniques’ to include in the description

How the balance of those ‘elements’ in designing the leaflet is achieved

The focus on how motivating and persuasive the message is.

In the light of the whole class discussion on some of the writings produced by students, each individual may use the following chart to self-assess:

**Self-assessment**

	<b>Had a go</b>	<b>Nearly there</b>	<b>Got it!</b>
Understand how writers structure a text to achieve their intention: to persuade the reader			
Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention			

**Learning Outcome**

Students will be able to:

- demonstrate in writing their ability to communicate effectively,
- listen to the feedback and questions attentively and
- respond to them appropriately