

STUDY PLAN – DISTANCE LEARNING

Teacher:	-----
Class and Section:	YEAR 11 –
Subject:	English Language (GCSE 9-1)
Week 1:	31 ST JANUARY – 4 TH FEBRUARY
Week 2:	7 TH FEBRUARY – 11 TH FEBRUARY
No. of lessons:	4 + 4 All Zoom / GC Sessions
Student’s access to Work:	Work sent to students through Class Group Gmail or Google Classroom
Topic: Article]	19 th Century Fiction and 21 st Century Non-Fiction and Writing to explain [Newspaper

Overall Objectives:

- Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader
- Understand how writers manipulate the reader’s response through paragraph structure
- Be able to analyse some of the writer’s choices and their impact on the reader in some detail

Outcome:

- Increasingly analytical critical thinking supports fluent expression and exploration of a personal response to the text. Developed evaluation of the writer’s success in achieving their likely intention and/or the text’s reliability and usefulness.
- Increasingly developed analysis of the writer’s likely purpose and intention and how it is achieved
- Clear evidence of deliberate choice in paragraph length and structure, manipulating sentence order for effect

RESOURCES:

- English Language Text Anthology

Text: Fiction: *The Woman in White* Written by **Wilkie Collins**

DATE	ACTIVITY
WEEK 1	31 ST JANUARY – 4 TH FEBRUARY
Zoom Session 1 and 2	<p data-bbox="436 386 1094 418"><i>The Woman in White</i> by Wilkie Collins (page 86)</p> <p data-bbox="436 461 674 493"><u>Lesson Objectives</u></p> <ul data-bbox="485 500 1881 646" style="list-style-type: none">• Summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader• Understand how writers manipulate the reader’s response through paragraph structure• Analyse some of the writer’s choices and their impact on the reader in some detail <p data-bbox="436 688 667 721"><u>Success Criteria:</u></p> <ul data-bbox="485 727 1751 799" style="list-style-type: none">• Be able to critical read and comprehend summarise and synthesis• Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p data-bbox="436 841 1236 873"><u>The Learning Process/Assessment For Learning Strategies</u></p> <p data-bbox="436 915 726 948"><u>Reading for Meaning</u></p> <ul data-bbox="485 990 1724 1097" style="list-style-type: none">▪ Read the text together with students; ask questions to test their understanding of the meaning.▪ Make students interpret a few words and phrases, comment and add to their understanding.▪ Help students maintain their focus on the writer’s viewpoint and the use of language. <p data-bbox="436 1140 590 1172">Questions:</p> <ol data-bbox="436 1214 1570 1388" style="list-style-type: none">1. (a) Track and note your impressions of Count Fosco as you read through the text. (b) Underline one short quotation to support each of your responses: In the first paragraph: In the second and third paragraphs: In the fourth and fifth paragraphs up to the last two sentences:

	<p>The final two sentences of the extract:</p> <p>2. Look closely at the different impressions you noted and explored in questions 1 and 2. How do they combine to create a first impression of the character of Count Fosco? Write one or two sentences explaining your ideas.</p> <p>3. Look again at your responses to all the questions above. How might another reader respond differently to the strangely contradictory character of Count Fosco? Write one or two sentences explaining your ideas.</p> <p><u>Learning Outcome</u></p> <ul style="list-style-type: none"> • Be able to summarise, synthesise and connect key ideas in the narrative • Be able to explore connections among key ideas in the narrative and their likely impact on the reader • Be able to consider a number of alternative interpretations
<p>Zoom Session 3 and 4</p>	<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Explore key ideas in the text and their likely impact on the reader • Understand how writers manipulate the reader’s response through paragraph structure <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Understanding text structure</u></p> <p>Look closely at the way in which the writer has structured his description of Count Fosco</p> <p>Consider the following details in your discussion:</p>

- Fat as he is and old as he is, his movements are astonishingly light and easy.
- He is ... noiseless
- his look of unmistakable mental firmness and power
- He winced and shuddered yesterday, when Sir Percival beat one of the spaniels
- he has taught the creatures to be surprisingly fond of him and familiar with him
- “You big dogs are all cowards,” he said, addressing the animal contemptuously, with his face and the dog’s within an inch of each other.
- “Some of that brute’s slobber has got on my pretty clean waistcoat.”

Now ask students Which of these details suggest an eccentric, kindly old man? And which suggest something more... sinister?:

For Example:

an eccentric, kindly old man

- Fat as he is and old as he is, his movements are astonishingly light and easy.
- He winced and shuddered yesterday, when Sir Percival beat one of the spaniels
- he has taught the creatures to be surprisingly fond of him and familiar with him

sinister

- He is ... noiseless
- his look of unmistakable mental firmness and power
- “You big dogs are all cowards,” he said, addressing the animal contemptuously, with his face and the dog’s within an inch of each other.
- “Some of that brute’s slobber has got on my pretty clean waistcoat.”

Building a perception:

In the light of all the characteristics that have been revealed about Fosco, how do you think he will interact with the human characters?

Learning Outcome

Students will demonstrate the ability to analyse in some depth a variety of ways in which the writer has

	manipulated the text’s structure to realise their likely intention and focusing on specific effects achieved at particular points in the text and in the text as a whole.
WEEK 2	7 TH FEBRUARY – 11 TH FEBRUARY
Zoom Session 1	<p>‘You can’t force a teenager to talk to you’ by Tim Lott (page 88)</p> <p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader • Understand how writers structure an argument to manage the reader’s response and achieve their intention • Analyse closely a range of the writer’s choices which contribute to achieving it <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Reading for Meaning</u></p> <ul style="list-style-type: none"> ▪ Read the text together with students; ask questions to test their understanding of the meaning. ▪ Make students interpret a few words and phrases, comment and add to their understanding. ▪ Help students maintain their focus on the writer’s viewpoint and the use of language. <p>Questions:</p> <ol style="list-style-type: none"> 1. What are some of the reasons that the writer suggests why teenagers might not want to talk to their parents. 2. Who do you think is the writer’s intended audience for this article?

	<ol style="list-style-type: none"> 3. What response do you think the writer wanted from his intended audience? Note down your ideas, supported with quotations from the text. 4. What impression of teenagers does the writer create in the article? Use textual details that helped you form your impression. 5. How do you think the writer wants his audience to respond to this impression? <p><u>Learning Outcome</u></p> <ul style="list-style-type: none"> • Be able to summarise, synthesise and connect key ideas in the narrative • Be able to explore connections among key ideas in the narrative and their likely impact on the reader • Be able to consider a number of alternative interpretations
<p>Zoom Session 2</p>	<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Explore key ideas in the text and their likely impact on the reader • Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Understanding text structure</u></p> <ol style="list-style-type: none"> 1. Look closely at the opening paragraph of the extract. Why do you think the writer has linked all these details in a single paragraph? 2. How does linking them in a paragraph help the reader to infer a ‘bigger’ idea? 3. Now look at the second and third paragraphs of the extract. Why do you think the writer has structured all

	<p>these details in a new paragraph?</p> <ol style="list-style-type: none"> 4. The writer also uses very short paragraphs later in the text. How has the writer used paragraphing to reflect what he is describing in these short paragraphs? 5. What response do you think the writer wants from the reader to these two paragraphs? How does their length help him to achieve it? 6. Think again about the writer’s use of paragraph structure. How does the tone and register of the text change as it progresses? Does the writer’s paragraphing reflect and contribute to this? <p><u>Learning Outcome</u> Students will demonstrate the ability to analyse in some depth a variety of ways in which the writer has manipulated the text’s structure to realise their likely intention and focusing on specific effects achieved at particular points in the text and in the text as a whole.</p>
<p>Zoom Session 3</p>	<p><u>Designing Your Text</u></p> <p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Understand how writers structure an argument to manage the reader’s response and achieve their intention • Be able to gather, reject, select, sequence and shape texts with close focus on purpose and intention <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to apply a range of techniques that help to argue effectively. • Be able to structure a text to achieve the desired purpose and effect. <p>Writing Task: <i>write to argue</i> Consider the exam-style question given below and...</p> <ul style="list-style-type: none"> • explore the structure of the extract

	<ul style="list-style-type: none"> • consider an appropriate writing design, and • provide a framework to support the careful crafting of a transactional text. <p>The exam-style question: Your school has invited a group of parents to listen to you and another student give speeches in which you argue two different points of view.</p> <ul style="list-style-type: none"> • One student will give a speech entitled ‘Parents know best’. • The other will give a speech entitled ‘Teenagers know best’. <p>Choose one of these titles and write your speech.</p> <p><u>Learning Outcome</u> 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>
Zoom Session 4	<p>Discussion on the writing task / Sharing of ideas</p> <p><i>Lesson Objectives:</i></p> <ul style="list-style-type: none"> • Students annotate their writings, identifying the reasons for their choices of ‘elements’ and the balance of those elements. <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Be able to annotate and explain their reasons for their choices made to achieve purpose and effect <p>A few students read their writings and receive feedback from peers and the teacher.</p> <p>Share the following points with students to enable them to comment on reward-able content only. Selection of appropriate ‘choices / emotive words’ to include in the description How the balance of those ‘elements’ in the construction of monologue is achieved</p>

The focus on how effectively are the feelings communicated.

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