

STUDY PLAN – DISTANCE LEARNING

Teacher:	-----
Class and Section:	YEAR 11 –
Subject:	English Language (GCSE 9-1)
Week 3:	14 TH FEBRUARY – 18 TH FEBRUARY
Week 4:	21 ST FEBRUARY – 25 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:	21 ST Century Non-Fiction; 19 th Century Fiction and Imaginative Writing

Overall Objectives:

- read and understand a range of non-fiction texts, including whole texts and unseen texts
- critical reading and comprehension
- evaluation of a writer’s choice of vocabulary, form, grammatical and structural features
- produce clear and coherent text
- write for impact

Outcome:

- Analytical critical thinking supports fluent expression and exploration of a personal response to the text.
- Evaluation of the writer’s success in achieving their likely intention and/or the text’s reliability and usefulness.
- 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 (Page 89 – 90)

DATE	ACTIVITY
WEEK 1	14 TH FEBRUARY – 18 TH FEBRUARY
Zoom Session 1 and 2	<p>21st century Non-fiction – writing to describe <i>Text: The Men Who Stare at Goats</i> written by Jon Ronson (page 89)</p> <p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Be able to summarise and synthesise key ideas in the narrative, exploring connections 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>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 impressions of Major General Albert Stubblebine does the writer give in the first paragraph of the extract? 2. Which details in the first paragraph help to create that impression? 3. What further details in the rest of the extract add to that impression? 4. At what point in the extract did you start to question your first impression of Major General Stubblebine?

	<p>5. Did any ideas or details after this point in the text confirm your changing impression of Major General Stubblebine?</p> <p>6. In what ways did these ideas or details change your impression of Major General Stubblebine?</p> <p>Activity: Breakout Rooms</p> <p>Students may be asked to recall to their minds the examination questions 1, 2, 4 and 5 (all short questions based on AO1)</p> <p>Each group will discuss and come up with 4 exam-style questions to exhibit their understanding of AO1 and the examiner’s expectation of the candidates.</p> <p>Teacher receives the questions from each room and send them to other rooms in the following order: Room 1 – to – Room 3 Room 2 – to – Room 5 Room 4 – to – Room 6</p> <p>Students write their answers and rejoin the main room to share their answers and receive feedback from peers.</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
<p>Zoom Session 3 and 4</p>	<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • 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 synthesise • 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>

Look closely at the way in which the writer has structured the **opening paragraph** of the text, *The Men Who Stare at Goats*.

- Why do you think the writer has linked all these details in a single paragraph?
- How does linking them in a paragraph help the reader to infer a 'bigger' idea?

Now look at the **2nd paragraph**.

- Why do you think the writer has structured all these details in a new paragraph?

Paragraph 3 contains only one sentence.

- Why has the writer positioned this detail in a new paragraph on its own?

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?
- What response do you think the writer wants from the reader to the **last two paragraphs**?
- How does their length help him to achieve it?

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?

Homework:

You are going to write a short description of someone considering a decision, taking a decision and then putting it into action.

1. Firstly, decide what you will describe.

It could be:

- a daring decision
- a dangerous decision
- a downright disobedient decision
- or something else.

	<p>Note some possible ideas and choose one:</p> <p>2. Write your description. Think about how you could use paragraphing to:</p> <ul style="list-style-type: none"> ● group similar or linked ideas and suggest a ‘bigger’ idea ● create emphasis ● create pace ● heighten humour. <p><u>Learning Outcome</u></p> <p>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>
WEEK 2	21 ST FEBRUARY – 25 TH FEBRUARY
Zoom Session 1	<p>19th Century Fiction</p> <p><i>The Yellow Wallpaper</i> written by Charlotte Perkins Gilman (page 90)</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 paragraphs to direct the reader, and to manage emphasis, pace and tone ● 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 to manage emphasis, pace and tone.

	<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 kind of illness does the writer suggest the narrator is suffering from? Read carefully through the text again; identify any relevant evidence to support your diagnosis. 2. What impressions does the writer give you of John, the narrator’s husband, and of Jennie, his sister, who acts as their housekeeper? Give supporting evidence from the text. 3. Why do you think the writer decided to make John a doctor rather than, for example, a wealthy businessman or a farmer? Explain your ideas. 4. In what ways does the narrator’s response to her husband influence your response to her? <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 to reflect a narrator’s mood and voice, 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

The Learning Process/Assessment For Learning Strategies

Understanding text structure

1. Look closely at the opening of the extract. Lines 1 to 12 consist of seven paragraphs. The writer charts the movement of the wallpaper throughout the day and night across seven paragraphs. However, the writer could have chosen to link these related ideas in one longer paragraph. Why do you think she chose not to?
2. Look in particular at this very short paragraph:
“That is why I watch it always.” (line 5)
How does the length of this paragraph help to suggest the narrator’s ‘voice’ and the importance of this statement?
3. There are two slightly longer paragraphs in the extract from lines 20 to 24.
 - (a) What does this pace suggest about the tone of the narrator’s voice?
 - (b) How does the writer accentuate this tone with her choice of punctuation and sentence structure?

Critical Writing Question:

How does the writer of The Yellow Wallpaper use language and structure to reveal the narrator’s mood? Support your views with reference to the text.

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.

Zoom Session 3

Lesson Objectives

- Understand how writers structure an argument to manage the reader’s response and achieve their intention

	<ul style="list-style-type: none"> • 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 narrate effectively. • Be able to structure a text to achieve the desired purpose and effect. <p>Writing Task: <i>Imaginative Writing</i> Consider the exam-style question given below and...</p> <ul style="list-style-type: none"> • explore the structure of the extract • consider an appropriate writing design, and • provide a framework to support the careful crafting of imaginative text. <p>The exam-style question: Write about a time when you found yourself in a strange or difficult situation. Your response could be real or imagined.</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 ideas. <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 paragraphing to reflect the emphasis, pace and tone of the narrator's voice. How certain choices of details e.g. the opening or ending, etc. help to achieve the desired effect. The focus on how effectively are the feelings communicated.</p> <p><u>Learning Outcome</u> Be able to review and revise paragraphing with careful consideration of its contribution to the emphasis, pace and tone of the narrator's voice</p>
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Learning Outcome

Be able to review and revise paragraphing with careful consideration of its contribution to the emphasis, pace and tone of the narrator's voice