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|  | Learning Objectives | Engage | Activities | Adapt | Review | Next Steps | Subject Knowledge |
|  | -Learning goals are clear and linked to purpose.  -Linked to prior knowledge  -Success criteria is shared | -Activate and connect new and prior knowledge.  -Explicit strategy instruction /explanation  -Inspire with excellent examples, models, videos etc. | -Expert modelling of learned strategy using worked examples or pre- recorded videos.  -Guided, active practice moving learning from surface to deep. Talk through power point together.  -Transfer /apply knowledge using techniques such as Magenta/SOLO | -Questions and tasks pitched to match pupil needs.  -Create scaffolds for challenging work.  - Must, should, could objectives | -Learning is checked by looking at work.  -Misconceptions are addressed and clear feedback is given.  -Weekly, monthly retrieval and revisiting of topics. | -Independent practice including regular challenge activities  -Regular, active revision and quiz routines to embed knowledge. | -Lesson assignment matches curriculum intentions.  -Assessment is used to inform teaching.  - Assessment is designed to apply and transfer knowledge. |
| Week 1 |  |  |  |  |  |  |  |
| Lesson 1 | *We will know about the English Department and the standards needed for our work.*​  *We will know about the topic which we will be studying and why it is important.*​  ​  *We will begin to learn about about some of the factors which have changed the English Language* | Welcome to Carmel and Welcome to the English Department.  Changes – Write a list in the back of your exercise book about all the things which may have changed between Primary and Secondary school.  Verbal sharing of ideas and thoughts. | Link between the theme of changes and the English Language.  English guidelines and Expectations shared with pupils.  These should be explained clearly with regards to their purpose and why these are important.  All About Me Task.   * 2 paragraphs to their new English teacher. * Hobbies, interests etc… | Pupils can read over or have expectations read to them.  Sentence starters may be needed for weaker pupils or some kind of guided planning before they begin. | Reading and sharing or their All About Me paragraphs. | Intro to next topic. | Lesson acts as a means to make expectations clear.  Short writing task will make pupil ability and differentiation needs apparent from the first lesson in case adaption is needed later. |
| Lesson 2 | We will know the purpose of the module and the plan for the year.  We will know and be able to sequence the stages within the English Language Timeline. | Pupils given two version of The Lord’s Prayer - Old English and Middle English.  Pupils to guess and make predictions based on what they could have in common.  Answer is revealed – use as a means to begin discussion and ascertain previous knowledge of Language change – history topics at primary etc… | Pupils watch the video – How did English Evolve.(Edited)  Pupils to note down anything which surprises them for class discussion afterwards.  Class Discussion of impressions and ideas.  Pupils given a copy of the English Timeline. Pupils to create their own condensed version using key information.  Key information selection skills and sequencing skills needed.  Pupils to add to the final part of the timeline any current influences or changes in the way in which we use the English Language. | Timeline activity – Scaffold available to aid in organisation and guidance when completing timeline activity.  Alternative timeline activity – depending on times of lessons and coverage so far. Pupils to highlight key information within their timeline sheet and complete the 5 comprehension activities. | Pupils to consider the way in which more reliance on images due to technology.  Pupils to use their knowledge of emojis and complete their own pictorial version of the incy-wincy spider. | Next step will be linked to Old English – Study of Beowulf. | Knowledge of timeline essential in linking texts which will be covered throughout KS3 to this and develops and awareness of context.  Timeline will be revisited explicitly throughout the unit and linked to spelling rules and changes in grammar etc…  Staff can familiarise themselves with the history of Language here:  <https://www.thehistoryofenglish.com/index.html> |
| Lesson 3 | Only 2 lessons recorded for first week due to first week back in College and disruption to regular timetable is to be expected. This should provde ample time to complete tasks and reinforce expectations etc.. or carry out any additional well-being or ‘ice breaker’ activities. (**SINGLE LESSON TEACHERS MAY WISH TO USE THIS LESSON AS AN ICEBREAKER)** | | | | | | |
| Week 2 |  |  |  |  |  |  |  |
| Lesson 1 | We will develop our knowledge of Old English and know what a kenning is.​  ​  To know the story of Beowulf and be able to recount its main events. | Recall Task – Punctuation Flashback.  Engage Task – Myths and Legends | Activities: Intro to the Anglo Saxons, their influence and their letters and phonics.  Video – Beowulf documentary – students to make notes on the story and the influence and lives of the nglo Saxons. | Adaption – Note taking expectations and the extent to which the video is watched needed to enhance understanding. | Review – check point task – Students to note down at least one new piece of information which has been gleaned in the lesson, | Pupil will look at kennings in more detail and use this to introduce concepts of similes and metaphors from KS2. | Kennings – introduced in this lesson  Epic Poem – to be explored and discussed in terms of meanings.  Runes – New terminology |
| Lesson 2 | Beowulf and kennings lesson  Students will know what a kenning is and will enhance their knowledge of the story of Beowulf and the characters. | Recall Task – 5 things about Beowulf and the Anglo Saxons from the previous lessons. | Introduction to Kennings and their meaning.  Metaphor recall from KS2 knowledge  Students to infer and ascertain the meanings of a selection of Kennings displayed on the board.  Students to listen to another version of the tale of Beowulf and listen for any kennings they may come across. | Review Tasks – choice of three.  Choose the best three kennings that you found in the story and write your own sentences about Beowulf using them.​  Choose the best three kennings that you found in the story and use them to explain what happened in the story of Beowulf.​  Write a one paragraph summary of the story of Beowulf and try and embed as many of your kennings as you can into your sentences to create a more detailed account.​ | Tasks may be adapted/ set as optional challenge tasks if appropriate. | Reading lesson this week and further focus on descriptive methods. | The Art that made us – an extended opportunity for over learning and further independent investigation – can be set in Teams.  <https://www.bbc.co.uk/programmes/p0bvgvsx> |
| Lesson 3  (SINGLE LESSON TEACHER) | Reading Lesson and introduction to Grendel | Reading time followed by completion of reading reflection tasks as directed on PP | Word Class recall task – recall and consolidation of KS2 knowledge.  Intro/ recall of noun phrases and their application. | Using tapestry image to produce a short description using knowledge of noun phrases and word classes to enhance writing. | Further explanation and verbal explanation may be needed for word classes dependent on pupils ability to complete recall activity. | Spelling lists from PP to be set with tasks. |  |
| Week 3 |  |  |  |  |  |  |  |
| Lesson 1 | Grendel and Descriptive phrases.  We will recall phrases and word classes​  We will develop our knowledge of the character of Grendel.​  We will develop our confidence and knowledge of phrases and their use within a sentence. | Dictionary skills recall and dictionary task.  Key words from the text to be found and defined:  DIFF – could be completed as a pair, team and fed back to the class,. | Reading of Michael Morpurgo’s version of Beowulf.  Class reading of the story and focus on the key vocabulary from the beginning of the lesson.  Character of Grendel explored – Character analysis and descriptive  Comparative and superlative adjectives – DIFF table available.  Recap of noun phrases, adjectival phrases.  Identifying task. | Differentiation – you may wish to split the extract between groups and engage in class annotation to highlight and aid discussions. | Spot check activity.  Identifying phrases and creation of adverbial phrases. | Next lesson we will apply our knowledge of Grendel and phrases to begin to craft a piece of writing based on the battle between Beowulf and Grendel. | Encourage exploration and address any misconceptions regarding word classes, definitions and examples.​  Aim to focus attentions on writer’s craft and composition of the piece when discussing – aim to focus on specific examples of methods used for effect in a careful and meaningful way.​  Avoid semantics and analysis at this stage – use the extract as a model to be explored.​  Recall of word classes from the previous lesson is essential. The use of adjectives and phrases links directly to pupil knowledge of these components. ​  ​  There may be a need to carry out additional work on these. Use the RAG rating and activities to inform any adaptions to subsequent literacy starters and activities pertaining to grammar. |
| Lesson 2 | Beowulf Past and Present tenses.  We will recall and review our knowledge of past and present tense.​  We will create a piece of descriptive writing based around Grendel and his fight with Beowulf. | Engage – Recall and focus on tenses.  Completion of close activity. | Beowulf and Grendel’s battle – class reading.  Planning of own account – Phrases and boxes to plan. | ADAPT – examples on next slide to aid in ideas and demonstrate. | 2 detailed paragraphs describing the fight  Focus on tenses and phrases. | Next lesson we will continue to review and improve our writing style and plan our own recount of the battle between Grendel and Beowulf. | Recall of word classes from the previous lesson is essential. The use of adjectives and phrases links directly to pupil knowledge of these components. ​  ​  There may be a need to carry out additional work on these. Use the RAG rating and activities to inform any adaptions to subsequent literacy starters and activities pertaining to grammar.​  ​  Encourage pupils to explore vocabulary choices and experiment with phrases and the order of words within these phrases within their piece. |
| Lesson 3  SINGLE LESSON TEACHER | *Reading lesson:*  *We will review our knowledge of sentence types*​  ​  *We will review our knowledge of the success criteria of news report writing*​  ​  *We will begin to piece together our own news report based on the fictional battle of Beowulf and Grendel.*​ | Reading Lesson – 20-30 mins reading.  Weekly spelling test.  Engage – Sentence Types Flashback. | Recall and focus activities on sentence types.  Close analysis and annotation of types according to PP. | Misconceptions when addressed will need to be explored across the lesson.  Word class exploration and recall may be needed to aid with this as and when it arises. | Recounts – links to recount activities from KS2.  News report features and events linkage task. | Spellings set – prefixes and suffixes. | Links to bitesize activities can be used as is seen fit but a useful tool and quiz there to recap previous declarative knowledge.​  Planning sheets with differentiated versions available. Subject, Object and Verb may need recovering in subsequent lessons if misconceptions arise. |
| Week 4 |  |  |  |  |  |  |  |
| Lesson 1 | EXTENDED POP TASK – Writing Baseline and Target Task.  We will apply our knowledge of Beowulf and article writing to our own pieces. | Flashback – punctuation. Choice of 2 challenges. Adapted to suit ability if required. | Recall and focus on Newspaper features and layout.  15 minutes planning task with guide sheet to produces own article based on the fight between Grendel and Beowulf.  Focus on Vocabulary – Show don’t tell and vocabulary improvement task.  Completion of writing. | Adaption – time for planning, sentence starters and class discussions to place ideas together. | Introduction of writing criteria. Pupils can self assess where they feel they are on the range dependent upon stage of completion. | Review of criteria and its use to inform pupil targets.  Focus on Chaucer | Pupils should be encouraged to use their notes and their past work to guide them in their first draft.​  This draft will be revisited and revised in the next lesson.​  Encourage conscious use of crafting and move around the classroom offering live feedback and guidance – this is not an assessment.​  In the final activity ensure that enough time is left for pupils to share their piece – finish off next lesson if needed : this is an important part of the drafting process.  While class marking feedback can be used to inform improvements and ideas. |
| Lesson 2 | Reflection Lesson and improvement tasks.  Students will review and improve their Beowulf articles based on their understanding of the criteria. | 10 minutes to improve, read over, complete their extended pieces with teacher feedback and circulation for questions. | Breaking down of assessment criteria using the criteria sheets – teacher talk through.  Pupils to consider the knowledge and skills they may have shown and what they could do to improve.  Pupils to create an improved version using feedback and their ideas and knowledge of the criteria to improve as they go. | Teacher support with regards to criteria. | Self-assessment of their own writing using criteria.  Pupils to reflect and set targets based on how and where they feel they are. | Introduction to the Normans. | A primary focus of the lesson is to encourage reflection and individual improvement of their pieces using teacher feedback from whole class feedback sheets.​  ​  These finalised pieces will serve as the baseline assessments for writing and will be compared with their final cold-writing piece and end of unit assessment. |
| Lesson 3  SINGLE LESSON TEACHER | Reading Lesson and intro to the Normans and their influence on the English Language  We will spend time reading.​  ​  ​  We will know who the Normans were and how they influenced the English Language. | Weekly Spelling Test  Reading Books and Reading Reflection Tasks | Introduction to the Normans and the Era. Middle English and historical influenced. Note Taking Task.  Introduction to Norman words.  Pattern activities.  Prefixes and Suffixes activities.  Life during the Middle Ages – Pupils to decide whether they would live at this time. | Note taking style – teacher to decide on best approach.  Grammar activities – guidance and adaptions may be needed dependent on class. | Pupils to make predictions on the content of the next stories based upon their knowledge of the era and their studies of Beowulf. | New spelling list set.  Moving on to Chaucer. | Knowledge of the influences of the Normans can be linked to common spellings and spelling rules encountered in subsequent activities and units. Correct use of suffixes and prefixes should be monitored through this activity to pick up on any misconceptions in this area from KS2.​  Middle English – Encourage open discussions for the Review activity – consider the role of religion, political unrest, the differences in social class etc… |
| Week 5 |  |  |  |  |  |  |  |
| Lesson 1 | Intro to Chaucer’s life and times.  Knowledge of Chaucer.  Recall of sentence types and parts of speech. | Quick Recall – Diphthongs, imperatives and Exclamative sentences.  The influence of the Normans on the English Language. | Key word definitions.  Key information about Chaucer shared with class – note taking activities and summary task.  Summary and review of The Canterbury Tales – Chaucer, his works and the characters. | Adaptions dependent on PP slides and the note taking tasks. | Do you think that using stories to communicate a message is a powerful thing?​  ​Should stories send messages or should they just entertain us?​  ​Can we learn things from stories? Can you think about a story which has influenced your view of the world?​ | Study of the Canterbury Tales and characterisation. | Ensure students has a developed understanding of the aspects of social mobility and what this phrase means.​  In review task ensure that these ideas are emphasised and explored in detail by students to aid in their links between works of literature and their historical contexts. |
| Lesson 2 | We will develop our knowledge of the Great Vowel Shift​  ​  We will be able to decipher some small examples of Middle English​  ​  We will develop our knowledge of the characters in the Canterbury Tales.​ | Flashback – Abstract Nouns  The Great Vowel Shift and influences on spellings and changes over time. Split digraphs. | Reading of a section of Canterbury Tales. Focus on vowel sounds and changes in spellings and words over time.  Introduction to characters.  Tables and lists of key words and descriptions. | Group Task – Adjectives and characters. | Reading of a sample of Norman English | Reading Lesson and exploration of characters and in depth descriptions and qualities. | Ensure students has a developed understanding of the aspects of social mobility and what this phrase means.​  In review task ensure that these ideas are emphasised and explored in detail by students to aid in their links between works of literature and their historical contexts. |
| Lesson 3  SINGLE LESSON TEACHER | We will look at the presentation of the character of the Knight and the Pardoner.​  We will know the stories of the Knight and the Pardoner.​  We will consider the way in which the Knight and Pardoner are characterised and the reasons behind this. | Reading and Spelling Tests.  Reading Reflection Tasks.  Recall and reflection tasks – comparative conjunctions. | Character descriptions – The Knight and The Pardoner.  Links between the characters and their descriptions and their qualities.  Using the descriptions students to draw the characters and surround/ label with ideas from the descriptions and quotations. | Adaption – split the class and give each half a different character to explore.  Teacher models one with class and class do their own. | Students to use knowledge of the two characters and comparative conjunctions to summarise and compare the two characters. | Spellings for the next week. | Focus on the method of a character – consider links between the characters and the morals and the standards which they represent.​  Encourage students to consider the links between physical descriptions, morality and status and the way in which Chaucer weaves this together effectively. |
| Week 6 |  |  |  |  |  |  |  |
| Lesson 1 | My Pilgrim Lesson -  We will discuss and evaluate what makes a good character.​  We will use our writing skills and knowledge of descriptive methods to plan and create our own pilgrim. | Oxymoron – Recall Task. | Pupils to watch the Knight’s Tale and the Pardoner’s Tale.  Students to make a note of the key events and themes – did they match the characters and their personalities.  Focus on stereotypes. Links to social class and characterisation methods used by writers.  Pupils to create their own pilgrims – using PP slides and prompts as a guide. | Group solving of the oxymoron task.  Pupils to create a character in groups or pairs. | Review of their character and the depth which can be applied to it. | Assessment Prep | Characterisation planning and attention to detail  Further recall of figurative language and descriptive language. |
| Lesson 2 | Assessment prep lesson.  We recall and consider effective sentence types to create effects.​  We will use our writing skills and knowledge of descriptive methods to plan and create our own pilgrim.​  We will develop our knowledge of the success criteria for writing and plan our assessment approach.​ | Reflect and Perfect – looking back at newspaper articles – feedback from across the unit and writing criteria.  Upgrading sentences task.  Review of criteria and engaging methods against past pieces. | Extended Writing walkthrough – image and approached walkthrough with teacher.  Reminder and discussion of creative writing criteria.  Examples of different levelled criteria and examples | Adapt – guide sheet of criteria and tips for success. | Pupils to review their practice pieces against the criteria and review questions.  Pupils to set their targets and goals for their assessment. | Reading Lesson and Assessments | Recall and understanding of success criteria and mark schemes. |
| Lesson 3  SINGLE LESSON TEACHER | Reflection and Correction Reading lesson.  We will look at the presentation of the character of the Knight and the Pardoner.​  We will know the stories of the Knight and the Pardoner.​  We will consider the way in which the Knight and Pardoner are characterised and the reasons behind this. | Reading Time and reflections.  Weekly Spelling Tests. | Dedicated Reflection time and opportunities to reflect and recover any identified misconceptions or content which is needed. |  |  |  |  |
| Week 7 |  |  |  |  |  |  |  |
| Lesson 1 | **Reading Baseline Assessment Task (Basic comprehension and Inference Skills)** | | | | | | |
| Lesson 2 | **Writing Assessment Task (Creative piece based on an image)** | | | | | | |
| Lesson 3 | **Additional Time Students** | | | | | | |
| Week 8 |  |  |  |  |  |  |  |
| Lesson 1 | **WRITING ASSESSMENTS AND INDIVIDUAL DIRT ACTIVITIES BASED IN THE UNIT AND OBSERVATIONS FROM TEACHER FEEDBACK.**  **SPARE TIME LEFT TO ACCOMMODATEW OVERLAP OR POSSIBLE DISRUPTION TO START OF TERM DUE TO BASELINE READING TESTS ETC...** | | | | | | |
| Lesson 2 |
| Lesson 3 |