

## Stage 7: Unit 1A, Horror and Suspense, Lesson 1

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|--|--|---|---|------------------------------|
| <b>Class:</b> 7X   | <b>Date:</b> 15/4  | <b>Title of Unit:</b> Horror and Suspense                           |   | <b>Framework Code:</b> 7GPw4 |
| <b>Learning Context</b>  | (Prior/future learning): Lesson 1 in sequence. Focus on sentence beginnings, connectives, length. Will later write their own horror/suspense text using these. |   |   |                              |
| <b>Learning Objective</b>  | Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.   |   |   |                              |
| <b>Learning Intention</b>  | 'Know how to vary sentence length, structure and beginnings in your writing.'  |   |   |                              |
| <b>Success Criteria</b>  | Teacher to model successful examples of writing, so that what is expected is clear for students.   |   |   |                              |
| <b>Differentiation: individuals/groups</b>                                       | 4 students with learning difficulties, 1 with dyslexia; 1 higher achieving student.  |   |   |                              |
| <b>Resources</b><br>Example of student's writing; task cards; modified resources | <b>Strategies for differentiation (Highlight/tick)</b>   |   |   |                              |
|  | Adult support ✓  | Targeted teacher support for particular individuals/groups ✓        | Extension tasks; opportunity for more complex tasks/ thinking |                              |
|  | Modified tasks ✓   | Targeted/different level of teacher questioning ✓                   |   |                              |
|  | Resources adapted ✓  | Frequent opportunities for purposeful talk ✓                        |   |                              |
|  | Students grouped/paired for specific learning purposes ✓   | Students have opportunity to ask questions/ pursue misconceptions ✓ |   |                              |
|  | Writing frame/language support provided  | Varied learning styles incorporated                                 |   |                              |
| Speaking frame/question stems provided   | Students have personal targets   |   |   |                              |

| Teaching/learning activities   | Ongoing assessment strategies  |
|--|--|
| <p>Explain learning intention.</p> <p>Show class an example of student writing where sentence beginnings are repetitive; sentence length overlong; additive connectives used, 'then, and, so.'</p> <p>Targeted questioning of students (learning partners/thinking time/targeted students). What makes this writing unsuccessful? Features highlighted in different colours.</p> <p>Ask – what could make the sentence beginnings more successful? Demonstrate how sentence beginnings could be improved through addition of:</p> <ul style="list-style-type: none"> <li>○ Adverbial/prepositional phrase e.g. Slowly, he came towards me; With his coat on; In his pocket</li> <li>○ Present and past participles e.g. Gasping, she fell down; Stunned, she ran after him</li> <li>○ Connectives (selected from list on classroom wall) e.g. Although I was afraid, I knew I had to keep on going.</li> <li>○ Demonstrate how sentences can also be improved through: making 2 short (more effective) sentences out of one long one by getting rid of the 'and', e.g. 'The wind blew through the trees (and) I was afraid'; Varying the connectives e.g. as, if, because, although, what, which, why, when, where, who, what, that etc.</li> </ul> <p>Students to work in pairs, improving the remainder of writing. (10 minutes). Teacher support for student pairs X and Y. Adult support for student Z; also, enlarged font/double spacing.</p> <p>Students to stick examples of writing on classroom wall. Targeted students to read out improved writing. Teacher questioning: Why is this sentence better? You have added x, but it is not very effective. Why not? What happens if we change this word for. . .? What points would you like more clarification on or are less sure about?(learning partners/thinking time).</p> <p>Students to write their own paragraph describing what they have done this morning since they woke up. Task cards with success criteria: 4 short sentences; at least 5 different connectives; 6 different sentence beginnings.</p> | <p>(highlight/tick)</p> <p>Targeted questioning ✓</p> <p>Mini plenary</p> <p>Traffic Lights</p> <p>Mini white boards shown</p><br><p>Students read out extracts of their work, justifying effectiveness</p>          |
| Plenary  | Evaluation of lesson   |
| <p>Students to swap writing, tick for success criteria. Put hand up if partners' writing is effective; best 2 sentences read out/justified. Higher achieving students to read out paragraph, and justify their choices.</p>  | <p>Students generally picked up on sentence structure techniques, but focus predominately on adverbs for sentence beginnings. Need to emphasise the range next lesson – i.e. participles, prepositional phrases.</p> |