

# REMOTE LEARNING MODULE

Subject: English Language

Author: FRM

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Subject:	English Language	Teacher (if applicable):	FRM
Year:	10/11	Ability/Class (if applicable):	ALL
Module title:	Reading for meaning and crafting description- Lang Paper 1		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> Other: 10 weeks
<b>Intent</b>			
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?			
<p>The English Department Curriculum Intent is as follows:          We will provide a challenging, diverse and aspirational English curriculum. The content we teach will break down perceived boundaries, open minds and equip all with the knowledge and skills they need for their future lives and careers in Great Britain and beyond, while allowing all students to explore the opportunities of the world around them through the literary canon. We will not shy away from challenging texts, topics and issues within our units, and we will seek to explore a wide variety of literature throughout KS3 and beyond.</p>			
Aims - what do you want pupils to be able to know and do by the time they finish this module?			
<p>We want all of our students to be able to functionally use their English skills in their everyday lives. We want students to have encountered a variety of texts and extracts that are enriching, informative, exciting and thought provoking so that they are able to continue reading and writing without barriers in their later lives.          We want all of our students to have a thorough knowledge of the requirements of their GCSE assessments in English Language, so that they are capable of showing themselves in the best positive light in the competitive job market when they leave our school and move into our community and beyond.          We want our students to read, write, speak and listen with confidence, assurance and accuracy.</p>			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?			
<p>This curriculum will be Ambitious – we will push our students to achieve the highest grades possible in this subject that is so pivotal for their futures.          This curriculum will be Brave – we will cover texts that are both representative of the examination papers they face but also challenging in terms of theme, content or difficulty.          This curriculum will be Kind – we will give our students the tools to succeed in the face of challenging examinations, and work to eliminate barriers to their progress.</p>			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
<ul style="list-style-type: none"> <li>- Exam strategies</li> <li>- Crafting stories through language</li> <li>- Inference</li> <li>- Characterisation</li> <li>- Settings</li> <li>- Effective action within texts</li> <li>- Descriptive writing</li> <li>- Sentence structure and use of a variety of openers</li> </ul>		<p>AQA Language Paper 1 section A- reading          AQA Language Paper 1 section B- Descriptive/narrative writing          A01, A02, A03, A04, A05, A06</p>	
Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?			

- Structures e.g. Freytag's Pyramid
- Use of figurative language
- Powerful vocabulary embedded throughout
- Use of allusions and allegories

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Writing for Purpose; Comparison; Critique; Authorial Intent; Specific Question Approaches at a fundamental level; Writing Strategies, examiners' gift.	An insight into why writers write and how they use their craft to achieve an effect on the reader. An understanding that the context in which a text is written can change its meaning. Literary techniques at a high-level including elements of grammar, sentence levels and structural devices. Exposure to a huge scope of texts from writers from different backgrounds. Knowledge of cohesive devices such as discourse markers and other techniques to make a confident, and cohesive writer.

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
<b>Prepare for Practice:</b> Modelled answers of exam style questions including PEEZL, List and WWW. Group planning for description and unpicking exam responses on Exam Pro. <b>New material</b> includes- how to apply reciprocal reading techniques, new vocabulary, Freytag and allegories.	<b>Deliberate Practice:</b> Students will write their own exam answers, and descriptive writing. <b>Light and Deep Feedback</b> given asynchronously using MS Teams Rubrics Quizzes used to test list questions and basic comprehension skills. <b>Review</b> of previous topics through five a day and short answer quizzes.

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
The resources and instructions will be printed as a pack for students to work through. However asynchronous learning will not take place for those without internet. Lessons can be recorded for pupils to watch via their phones.	If a student does not attend a synchronous session, a message will be sent to parents and student via Edulink. Form tutor will also be informed. The expectation is to catch up on the work or watch the recorded lesson. KS4 coordinator will monitor engagement and work submission data on Teams and with staff feedback.

### FEEDBACK

<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
3 component style end of unit assessment- multiple choice to test vocabulary, and grammar, short answers to convey students' knowledge of language devices and inference, and a mass practice exam-style question or half Language paper at the end. Use a short extract from 'A family supper' so students are familiar from module one. Upload assessment to MS Teams.	<b>2 Weeks</b>	Grammar quiz asynchronous- teacher can see results and RR modelled response sent in.
	<b>4 Weeks</b>	PEEZL response sample feedback/ group discussion- synch
	<b>6 Weeks</b>	RAG rating/ sewsew explanation recorded verbally.
	<b>8 Weeks</b>	Descriptive writing sample
	<b>Other</b>	10 weeks- end of unit assessment- feedback synch

<b>Delivery</b> (please note - a two week remote learning module may only take one lesson cycle)							
1	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		<input checked="" type="checkbox"/>	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning or Year 10 study for Year 11.	What	To infer meaning and decode unfamiliar words to understand a text.
<input type="checkbox"/>	Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why	To allow us to access unfamiliar or challenging texts in all of our studies.			
			How	Reciprocal Reading, chunking texts, applying our grammar skills.			
	1	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce the steps, roles and process of Reciprocal Reading. Lesson 1 predicting and questioning RR Extract is new material-'A family supper' by Kazuo Ishiguro in the AQA short stories anthology. Lesson 2 summarising/questions RR		5-a-day quiz on MS Teams to check recall of text and comprehension Verbal questioning about the text as reading	Model Reciprocal Reading process as a class with a chunk- on two occasions Model circling of new vocabulary and decoding words using grammar knowledge BUG		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Students to apply RR and upload of picture of their summarising and clarifying processes on MS Teams Empathic writing as the narrator on MS Teams List questions and T/F questions		Feedback given whole class on quiz and five-a-day results to address misconceptions- Comprehension quiz with a rubric to reveal understanding. List questions- mark as a class.	Reviews grammar knowledge as try to decode words. Lesson 5 review RR process with a different chunk of the text- shown by submitting on Teams. 5 a day answers each lesson.			

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
2	Number of lessons in cycle: 9	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning or Year 10 study for Year 11.	What	To analyse how writers use language for effect.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To allow us to construct ideas and effects in the same way and so that we understand the effects.		
					How	Read extracts, chunk them, analyse language, discuss interpretations, write PEEZLs.		
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
			Extract 'The Blind Assassin' Margaret Atwood Tiered Vocab- Intricate, cumbersome, foreground, Perennials, PEEZL at GCSE skills spiral level <i>Name the steps.</i>	Targeted questioning during modelling Students to offer steps of PEEZL such as the evidence		Model PEEZL and how to construct it Scaffold PEEZL for LPA or SEND Plan PEEZL together using MIRO or MS Teams shared planning resource Trial a partial answer with HPA Name the PEEZL steps. BUG		
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Teams Assignment of 2-3 PEEZL using the extract 'How does the writer use language here to construct the photograph?' Use of Microsoft Word review tool to demonstrate PEEZL steps to teacher in finished work.	Deep- show call a piece of work- send to the group with feedback and marked comments. Pupils redraft work based on rubric results.		5- A- Day reviews learning daily in the form of a low stakes quiz. Exam-style question is complete. Kahoot used to check knowledge of previous Literature studied.			
		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
3	Number of lessons in cycle: 9	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning or Year 10 study for Year 11.	What	How writers structure narratives and short stories.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To enable us to choose effective structures in our own narrative.		
					How	Freytag's pyramid, plotting structures and analysing their effects as a class.		

	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Structure at a whole text level, paragraph level and sentence level. Freytag's Pyramid/ Aristotle's Arc. <i>Name the steps</i> SEWSEW GCSE Skills spiral		MS Teams used to check understanding. Targeted questions about structural elements such as exposition, flashback – use RAG cards to check confidence.		Model SEWSEW Break down a model answers into SEWSEW Chunk the text using five stages of Freytag's Pyramid via a live whiteboard. BUG			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
		SEWSEW response via Teams Students draw Freytag's pyramid for a chosen game or film and upload.		Take 6 pieces of work in and sample to the class by using Word review tool to highlight WWW/EBI Deep- mark students' SEWSEW using MS teams rubric.		Exam question is attempted including a list question too. 'Tell me' how we BUG a question 5 a day recalls are a daily review RAG rating.			
4	9	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day-recall DNA about previous learning or Year 10 study for Year 11.		What	To construct our own narrative ideas.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	To increase our confidence for paper 1 section B.		
			How			Use example stories, plan ideas as a class, construct 2-3 clear narratives.			
	Number of lessons in cycle: 9	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		Drop, Zoom, Shift, End process/ GCSE skills spiral <i>Name the steps</i> Characterisation New Vocabulary- Tier 2 and Tier 3		<i>Plan for error-</i> address errors and misconceptions and unpick poor examples of stories/ What not to do Use <i>cold calling</i> via MS Teams Live lesson		<i>Break it down</i> into the four areas- scaffold one area at a time Partial story shown and construct next paragraph together/ class planning Use ExamPro examples of GCSE narratives			
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)		
A descriptive paragraph constructing a character A descriptive paragraph- predominantly 'zoom'		Whole class feedback slides with review next steps. <i>Clinic</i> offered <i>Improve answers</i> by...especially for SPAG and then for vocabulary		5 a day daily review for narrative techniques Kahoot for previous learning once a fortnight Review LIST/PEEZL and SEWSEW from previous units through 'small-style questions'.					

5	9	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		Synchronous (live)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning or Year 10 study for Year 11.	What	To construct a personal/critical response.			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Makes more confident and assured learners and allows students to respond to a text as intended.			
			How		Demonstrate WWW independently.				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		SQILSQI process Return to Margaret Atwood extract 'The Blind Assassin' Personal pronouns and adverbs used critically- critical analysis tone		Low stakes questioning verbally about the extract Nominate pupils to choose evidence to support a statement Ask pupils to agree/disagree with the statement and discuss		Model SQILSQIL by <i>naming the steps</i> Show highlighted version of the extract where each step is identified BUG Front the writing by deliberating statements as a class- live.			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)
	'The writer successfully creates an air of mystery around the photograph'. To what extent do you agree with this statement? Extended 20 mark response written.		Verbal Mark SQILSQIL sample of 6 mixed range and feedback to the class. Opportunity for DIRT and resubmit with changes.		5 a day recall is a review Kahoot of previous learning such as literature Fortnightly feedback.				