

REMOTE LEARNING MODULE

Subject: English

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Updated:



Subject:	English	Teacher (if applicable):	FRM and EMH
Year:	7	Ability/Class (if applicable):	ALL
Module title:	Stepping into poetry		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>
		8 weeks <input type="checkbox"/>	Other: 10 weeks

Intent

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?

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.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

- Have a wide variety of linguistic and literature-based experiences that allow them to love and/or appreciate the artistry in the English language, including poetry from around the world.
- All of our KS4 skills/AOs will be embedded and practised throughout, to best prepare students for the challenge of GCSE level work and beyond.
- Write analytically about poetry but also craft their own poetry too confidently and competently in a variety of poetic forms.
- Enjoy poetry without fear.
- Speak and listen with confidence and respect, always ensuring a high level of accuracy.
- Be able to utilise a broad and varied vocabulary that can open doors for students in later life.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

- We will study poems with an inherent level of challenge – that are either archaic, nonlinear, narrated with complexity, contain complex plots, are resistant to decoding on first glance, or widen our pupils' social and cultural capital, so that we can raise the level of aspiration for our students.
- We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level.
- We will create positive learning environments that ensure all students are respected and encouraged to share thoughts, views and opinions in a positive way.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

- Poetry from a range of cultures and writers.
- A variety of poetic forms.
- Pre 19th and contemporary poetry.

The DFE NC states:
Pupils should be taught to: ♣ speak confidently and effectively, including through: [...] improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Pupils should be taught to: ♣ develop an appreciation and love of reading, and read increasingly challenging material independently through: English literature, both pre-1914 and contemporary, including prose, poetry and drama.

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?

- All of our units will cover the following key elements of knowledge for success in English:
 - Vocabulary
 - Structure of different poetic forms
 - Poetic terminology

- Poet's craft
- Poetic writing skills
- Impacts of writer's choices

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
<ul style="list-style-type: none"> • Language analysis • Structural Analysis • Crafting poetry • Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Comparison; Critique; Authorial Intent; BUG 	<p>Using the GCSE skills spiral By applying these skills to more challenging and obtuse poetry choices, and also unseen poetry at GCSE.</p> <p>An insight into why writers write and how they use their craft to achieve an effect on the reader.</p> <p>An understanding that the context in which a text is written can change its meaning.</p> <p>Literary techniques at a high-level including elements of grammar, sentence levels and structural devices.</p> <p>Exposure to a huge scope of texts from writers from different backgrounds.</p>

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
<p>Prepare for Practice: Modelled answers of exam style questions including PEEZL, and PEACEAL Group planning for writing poems and name the steps opportunities.</p> <p>New material includes- how to apply reciprocal reading techniques to poetry, new vocabulary, new poems from a variety of writers, higher level poetic techniques. Opportunities to construct poems at all cycles.</p>	<p>Deliberate Practice: Students will write their own exam analysis and comparison of poetry, and create their own poems in different forms.</p> <p>Light and Deep Feedback given asynchronously using MS Teams Rubrics Quizzes used to test list questions and basic comprehension skills.</p> <p>Review of previous topics through five a day and short answer quizzes including of grammar and technical terminology- tier 3 vocab.</p>

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
<p>Poems being used can be printed in a short anthology for Year 7 students needing it. Model responses or essay style answers posted home.</p> <p>However asynchronous learning will not take place for those without internet. Lessons can be recorded for pupils to watch via their phones.</p>	<p>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. KS3 coordinator EMH will monitor engagement and work submission data on Teams and with staff feedback and inform FRM.</p>

FEEDBACK

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – 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.	2 Weeks	RAG rating/ quiz
	4 Weeks	PEACEAL response submitted and class feedback given from a sample.
	6 Weeks	Poetic terminology super-quiz
	8 Weeks	Students submit their own poetry with explanations.
	Other	End of unit assessment- section 1 self-marked and scores submitted and section 3 marked for all using a rubric on MS Teams.

Delivery (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)	
		9	Remote (live on MS Teams and remote as study) <input checked="" type="checkbox"/>	Blended (live in classroom and remote as study) <input type="checkbox"/>	Five- a- day recall quiz at the start of every lesson.	What
			Why	Appreciate the poetic form and apply its conventions in your own writing. GCSE Literature- Shakespeare and Poetry.		
			How	Read, deconstruct, recite conventions and apply.		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Introduce new material through a close reading of the poems ' Sonnet 29 – 'I think of thee' ', ' Sonnet 18 – Shall I compare thee to a summers day? ' and ' Sonnet 130 – My Mistress' eyes are nothing like the sun' . Use Reciprocal Reading strategies to identify more complex vocabulary, definitions and genre conventions.		Verbal questioning about the conventions of a sonnet 'What makes a sonnet?' after close reading of the poem. Followed by low-stakes quiz on conventions.	Model annotations of the sonnet focusing on genre conventions, connotations and techniques. Model highlighting/circling on the structure of a sonnet in preparation for independent creative writing. Begin a modelled plan for students to continue independently. Focus on instilling ideas about what students could write their own sonnet about.	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	

	<p>After looking at the conventions of sonnets throughout the previous lessons, students will create their own.</p> <p>Checklist of conventions to support students where necessary.</p> <p>Sonnets will be submitted via teams for feedback/review.</p>	<p>Staff to choose one example from the sonnets submitted. This will be sent to students who will perform a peer assessment (based on a shared schema). They will identify WWW/EBI and set the piece a target for improvement based on the schema provided. This will be resubmitted so staff can identify any misconceptions.</p>	<p>Review and address any misconceptions surrounding sonnets, this can be done using a kahoot quiz etc.</p>	
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2	Number of lessons in cycle: 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"/>	Five- a- day recall quiz at the start of every lesson.	What	Compare post 19 th century love poetry with contemporary love poetry.			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Understand how poetry and attitudes have transformed over time. Be able to use comparative skills.			
			How		Use comparative language, write PEACEAL.				
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
			<p>Introduce students to 19th Century poem 'Love's Philosophy' by Percy Shelley. Tiered vocab: divine and disdain.</p> <p>Introduce students to contemporary poem 'Valentine' by Carol Anne Duffy or 'Jilted' by Plath. Tiered vocab: possessive, cling and faithful.</p>		<p>Question students on their initial reactions to the poems focusing on comparison. Students to identify similarities and differences through questioning.</p> <p>Students to record discussion points that are shared with the class. Write a short statement to inform their original reactions of the poem? Have they changed?</p>		<p>Model the planning necessary for a PEACEAL paragraph – students to use their annotations to collate point for comparison.</p> <p>Model the steps to PEACEAL, scaffolding where necessary. Trail a partial answer with HPA to increase the element of challenge/independence.</p>		
			7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
			<p>Teams Assignment of 1 PEACEAL paragraph comparing the two poems 'How have notions of love changed over time?' Use of Microsoft Word review tool to demonstrate PEACEAL steps to teacher in finished work.</p>		<p>Deep feedback – PEACEAL paragraph marked and the feedback.</p> <p>Students will use the feedback to redraft their work.</p>		<p>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 poetic techniques and conventions.</p>		

3	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"/>	Five- a- day recall quiz at the start of every lesson.	What	Understand a narrative poem.	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Appreciate a variety of forms and use this at GCSE level.	
			How		Analyse the conventions of a narrative poem 'The Highway Man'.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
Introduce students to the poem ' The Highwayman ' by Alfred Noyes. Identify more complex vocabulary (areas of challenge) and use Reciprocal Reading skills to find definitions through questioning. Students to make notes for their own reference.		Students to complete a match up activity of poetic technique. Stretch: Find quotes from the poem that link to the techniques. Question students 'what are the conventions of a narrative poem?'.		Brief analysis of language techniques used to create narrative. Model Freytag' Pyramid. Model/Class Discussion – Model and discuss where each element of the narrative could be plotted onto Freytag's Pyramid. Question students to find specific quotes that link to each stage of the narrative – students must justify the quotes position on the pyramid.			
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
Re-write the narrative of 'The Highwayman' as a short story. Students to submit via Teams. Focus on embedding tier two vocabulary and language techniques. Scaffold by providing a creative writing checklist.		Students will complete a self-assessment using schema/rubric.		Students will complete a super-quiz on poetic techniques/conventions and vocabulary.			
4		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"/>	Five- a- day recall quiz at the start of every lesson.	What	To study poetry from different cultures.	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Improve social and cultural capital and understand other cultures and their writers. GCSE Lit Poetry and Unseen.	
				How	Exposure to a range of new poems, deconstruct them as a class.	
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)	
	Introduce students to 'Still I Rise' by Maya Angelou. Tiered vocab: haughtiness, sassiness, wondrously.		5-a-day poetic techniques. Front the writing task. Ask students for their initial response to the question 'What is the context for Angelou's poem?'. What do they think it is about? Use context to lead a discussion on what may have influenced the writer. What evidence can we see of this in the poem? What does Angelou want the reader to understand? Students re-write their response after the discussion.		Model analysis of the poem with a focus on context. Begin modelling plan for students writing their own poetry. Students will choose a contemporary issue in society to write about e.g. Black Lives Matter/ Mental Health Awareness/ Poverty etc.	
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
	Continuing from the previous lesson, students will continue to plan their poem. This may include researching context to help support their writing. Students to write a poem about a SMC issue in contemporary society. Provide a scaffolded checklist to support independent work. Submit work on teams.		Staff to hold a feedback clinic on teams to provide feedback etc. Identify areas for improvement for students to go away and re-draft.		Write a summary on how poetry can be used to convey social and cultural values (using a writing frame'. Kahoot quiz on 'Still I Rise'.	
					Synchronous (live)	
					Asynchronous (remote)	
5	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"/>	Five- a- day recall quiz at the start of every lesson.		What	To study a variety of poetic voices.

	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Appreciate how poets use their platform.
				How	Listen to poems, identify speakers, views and perspectives.
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
	Introduce students to the poems ' A Case of Murder ' by Vincent Scannell, ' The Raven ' by Edgar Allen Poe and ' Mental Cases ' by Wilfred Owen. PEACEAL process.		Questioning – How do poets use their platforms?/ What messages are they trying to relay?/Are there any voices in common? Discuss 'How do writers use their voice to relay perspectives?'. 	Modelled analysis of the poems on word/language/structure levels. Model PEACEAL through Name the Steps, provide sentence starters to scaffold for students where necessary. Model plan – select evidence with students to support their independent response where necessary.	
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
	Students to complete low stakes multiple choice questions, followed by questions with short 1 mark answer responses. Student will then answer the following assessment question 'How do writers use voice to present perspective on mental health?'. Students to submit their assessment responses via Teams.		Mark a sample of 6 responses for the assessment question and provide whole class feedback verbally. Students given opportunity to improve their response and resubmit.	5-a-day recall and Kahoot quiz on poetic techniques and conventions. This will be informed with misconceptions identified throughout the learning cycles.	
				Synchronous (live)	
				Asynchronous (remote)	