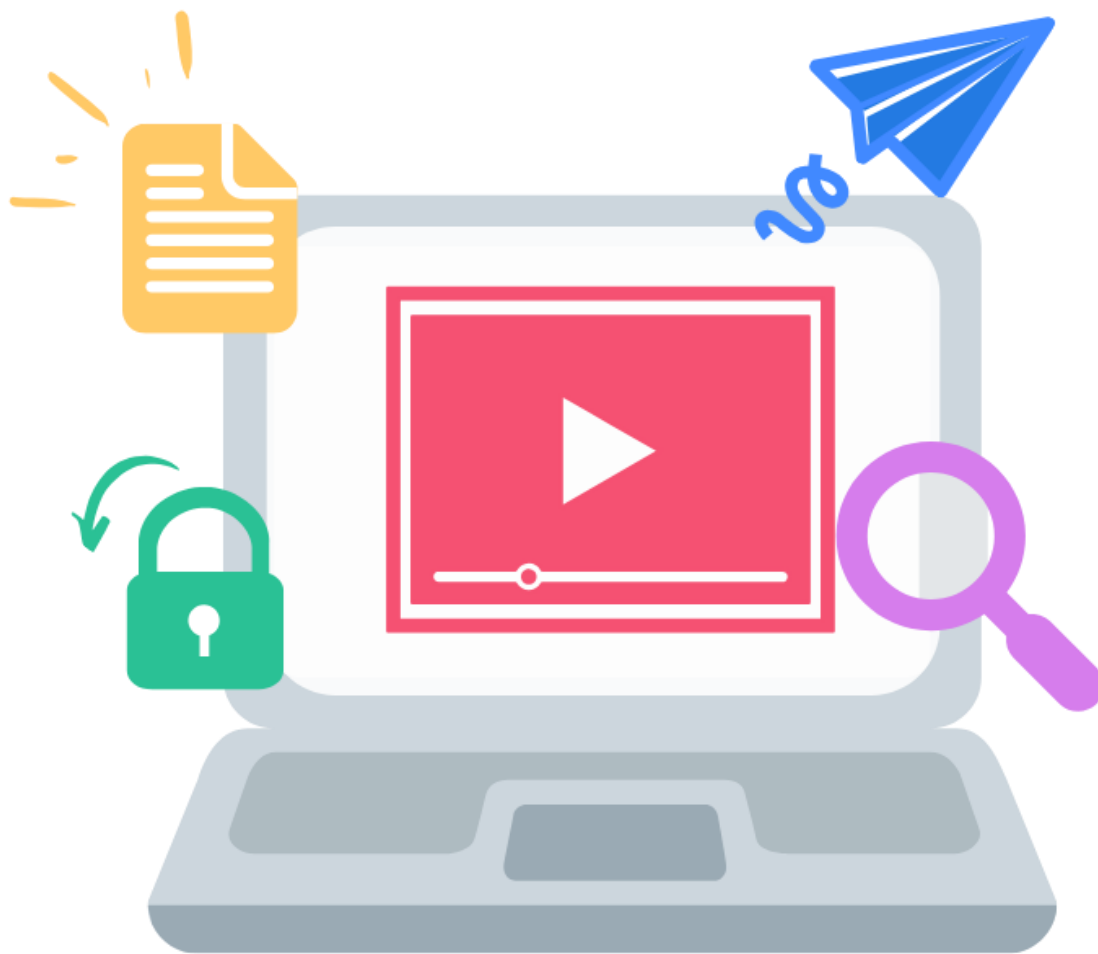# REMOTE LEARNING MODULE

Subject: English
Author: FRM and KLI
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Updated:

Subject:	English		Teacher (if applicable):	FRM and KLI
Year:	9		Ability/Class (if applicable):	ALL
Module title:	Gothic conventions and descriptive writing			
Duration:	2 weeks ☐	4 weeks ☐	6 weeks ☐	8 weeks ☐	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 both fiction and non-fiction.
- 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.
- Explore a variety of canon and non-canon texts and writers that inform their knowledge of English for study at GCSE and beyond
- Write confidently and competently in a variety of forms, including both fiction and non-fiction.
- Read fluently and with accuracy, even in the face of challenging texts
- 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 texts 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 are non-fiction – 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?
1. All of our units will be planned to take 10 Weeks, rather than running to half terms, as this will allow us to plan more effectively and efficiently, considering texts in depth. 2. Gothic fiction- pre 19th century and 20th century 3. All of our units will be planned to include fiction, non-fiction, a variety of different skills and question types linked to GCSE AOs	Pupils should be taught to: ♣ develop an appreciation and love of reading, and read increasingly challenging material independently through: ♣ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature

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 writing
    - Technical terminology- linguistic devices
    - Writer's craft
    - Gothic writing styles
    - Impacts of writer's choices
    - Traits and themes of gothic/ romantic texts

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?
- Language analysis - Structural Analysis - Crafting descriptive writing in the style of Gothic. Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Comparison; Critique; Authorial Intent; BUG	Using the GCSE skills spiral By applying these skills to more challenging and obtuse poetry choices, and also unseen poetry at GCSE. 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.
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?
Prepare for Practice: Modelled answers of exam style questions including PEEZL, and PEACEAL Group planning for writing poems and name the steps opportunities. **New material** includes- how to apply reciprocal reading techniques to Gothic, new vocabulary, new extracts from a variety of writers, higher level language techniques. Opportunities to construct Gothic writing and demonstrate Gothic conventions.	**Deliberate Practice:** Students will write their own exam analysis and comparison of Gothic texts and create their own Gothic descriptions. **Light and Deep Feedback** given asynchronously using MS Teams Rubrics Quizzes used to test list questions and basic comprehension skills. **Review** of previous topics through five a day and short answer quizzes including of grammar and technical terminology- tier 3 vocab.
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?

Extracts being used can be printed in a short anthology for Year 9 students needing it. Model responses or essay style answers posted home. 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. KS3 coordinator EMH will monitor engagement and work submission data on Teams and with staff feedback and inform FRM.

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 'Dracula'. Upload assessment to MS Teams.	**2 Weeks**	RAG rating/ quiz about Gothic
	4 Weeks	PEEZL response submitted and class feedback given from a sample.
	6 Weeks	Gothic MIRO board submitted
	8 Weeks	Students submit their own Gothic description.
	Other	End of unit assessment- section 1 self-marked and scores submitted and section 3 marked for all using a rubric on MS Teams.

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Delivery *(please note - a two week remote learning module may only take one lesson 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)	☒	Each lesson will start with a five- a day-recall DNA about previous learning.	What	Understand the conventions of Gothic writing and its origin.
	Blended (live in classroom and remote as study)	☐		Why	Appreciate the genre and apply its conventions in your own writing. GCSE Literature- A.C.C. Gothic traits
				How	Read, deconstruct, recite conventions and apply.

1	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)
		Introduce the conventions of gothic writing. Extracts are new material – Dracula & Breath.	5-a-day quiz on MS Teams to check recall of text and comprehension Verbal questioning about the texts as reading. Summarise the extracts.	Model circling new vocabulary and decoding words so students can access the extract. Break down part of the extract and explaining how it does or doesn't follow the conventions of Gothic writing. Model opening paragraph of Gothic writing	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students to complete quiz on Gothic – upload a picture of their quiz to MS. Student to apply their understanding of gothic conventions by writing the opening of a Gothic story.	Whole class feedback given on quiz. 5 a day to access misconceptions. Go through questions again, answering and marking as class.	15 a day answers each lesson. Review descriptive writing, have students included the typical conventions.	

Use a Dracula extract, and Breathe extract- FRM will email.
JEM might have something about Gothic conventions in his Frankenstein MTP

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
2	9	Remote (live on MS Teams and remote as study)	☒	Each lesson will start with a five- a day- recall DNA about previous learning.	What	Understand how writers use language for effect.	
		Blended (live in classroom and remote as study)	☐		Why	Be able to do this in our own writing and appreciate writers' intent.	
					How	PEEZL responses. 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)	
2	Number of lessons in cycle:	Introduce the steps, roles and process of Reciprocal Reading. Extract 'Tell Tale Heart' PEEZL at GCSE skills spiral level *Name the steps.*	5-a-day quiz on MS Teams to check recall of text and comprehension Targeted questioning throughout reading and modelling of RR.	Model Reciprocal Reading process as class. 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	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students to apply RR and upload a picture of them summarising and clarifying processes on to MS teams. Teams assignment of 2 – 3 PEEZL paragraphs using the extract 'how does the writer use language for effect?'	Sample a selection of students and complete a class feedback sheet. Show call a piece of good work – send to the group with feedback and marked comments. Go through the answer with students.	5 a day answers each lesson. Exam style question complete. Using the feedback, improve PEEZL.	

Use tell-tale heart extract for this- do RR lesson, pull apart the text, look at language, sentence structures, foreshadowing, vocabulary, PEEZL

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
3	9	Remote (live on MS Teams and remote as study)	☒	Each lesson will start with a five- a day- recall DNA about previous learning.	What	To construct our own descriptive writing in the style of Gothic.	
		Blended (live in classroom and remote as study)	☐		Why	To increase our confidence for paper 1 section B. Use imaginative ideas.	
					How	Use example descriptions. plan ideas as a class, construct 2-3 clear paragraphs and use the ZOOM element of D.S,Z,E.	

		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
3	Number of lessons in cycle:	Extracts, Chapter 5 Frankenstein, Women in Black and Twilight. Drop, Zoom, Shift, End GCSE skills spiral *name the steps.* New Vocabulary – Tier 2 & Tier 3	*Plan for error-* address errors and misconceptions and unpick poor examples of stories/ What not to do Use *cold calling* via MS Teams Live lesson Verbal questioning about the text whilst reading (during live lesson or clinic)	Plan as a class, focusing on setting. *Break it down* into the four areas- scaffold one area at a time Partial story shown and construct next paragraph together/ class planning	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		A descriptive paragraph zooming in on the setting and including typical Gothic conventions. Complete a Miro board to be submitted on MS Teams planning out the different sections of their descriptive writing.	Complete miro live – adding any areas of improvement. Clinic offered	5 a day answers each lesson. Targeted questioning to confirm understanding.	Asynchronous (remote)

Focus on settings- use setting from Chapter 5 Frankenstein, Woman in Black maybe or another Gothic setting description- use Twilight extract for a modern extract, Use Rebecca extract

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
4	9	Remote (live on MS Teams and remote as study)	☒	Each lesson will start with a five- a day- recall DNA about previous learning.	What	To learn how to construct a character.
		Blended (live in classroom and remote as study)	☐		Why	GCSE Lang Paper 1 section B, make us consider our own intent and choices.
					How	Analyse example characters, understand characterisation and describe your own.

	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)
		Extracts, Twilight (meet the Cullen's) & Dracula (three women) New Vocabulary – Tier 2 & Tier 3	Cold call during clinic to confirm understanding. Review Drop, Zoom, Shift & End.	*Without an apology* - show students a completed piece of writing and scaffold how you reach the end point. Model a character description. Model PEEZL and how to construct it.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		PEEZL using extracts 'How does the writer use language to portray the Cullen's as different?' MS Teams assignment to complete a completed Gothic description.	Sample a selection of student's Gothic description. Deep – re-draft work using feedback to improve answers.	5 a day answers each lesson. Tell the story – how do you create Gothic writing, students to go over the conventions of Gothic literature reviewing whether they have included those in their descriptions.	

Look at the three women in Dracula or one of the vampires/wolves in Twilight-

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
5	9	Remote (live on MS Teams and remote as study)	☒	Each lesson will start with a five- a day-recall DNA about previous learning.	What	How writers structure Gothic narratives and short stories.	
		Blended (live in classroom and remote as study)	☐		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)
		SEWSEW process Return to extract 'Tell Tale Heart' Structural features, definitions and examples. Freytag's pyramid	5 a day quiz on MS Teams to check recall of text and comprehension. Knowledge check to rectify any misconceptions.	Model SEWSEW by *naming the steps*. Show highlighted version of the extract identifying structural features. BUG	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		'How has the writer structured the text to interest you as a reader?' [8 mark] Extended writing, 2 – 3 SEWSEW	Light – verbal Mark all students SEWSEW answers Opportunity for DIRT and resubmit with changes.	5 a day. Tell the story – how to successfully write a SEWSEW. Quiz on survey monkey to identify gaps in knowledge.	

Can look at whole structure of a well-known Gothic or use a short story like go back to Tell-Tale Heart.