English Year 7: (Myths and Legends)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
Personalised: Big Write (% marked for Pillars 5,6) : Write a narrative in which a protagonist and a monster fight using the narrative structure taught in class. Setting writing on Gromera. **Collective:** Vocabulary Assessment (% marked): Grotesque, Thwarted, Tentatively, Harrowing, Brandished, Territory, Valiant, Lashed, Callous, Imprisoned. Students are tested on synonyms, antonyms, definitions and application of the word in a sentence. Medusa's lair writing.	1. Reading the novel 'Girl of Ink and Stars' 2. Medusa poem 3. Extracts from Greek Mythology Extracts from Legends such as a Robin Hood.	-Historian -Geology -Travel industry -Cartographer

Curriculum vision:
"Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners."
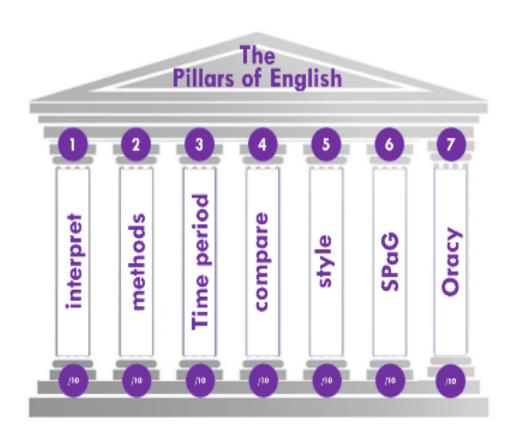
THE ACADEMY OF ST NICHOLAS

RESPECT

AMBITION

RESILIENCE

COMPASSION

ALL SAINTS Multi Academy Trust

The Pillars of English

interpret | methods | Time period | compare | style | SPaG | Oracy

Pillar 1 'Interpret': This assesses a student's ability to make personal inferences about characters and plot events they are studying.

Pillar 2 'Methods': This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

Pillar 3 'Time Period': This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

Pillar 4 'Compare': This assesses a student's ability to make connections between texts- both similarities and differences.

Pillar 5 'Style': In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

Pillar 6 'Spag': This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

Pillar 7 'Oracy': This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks	Career Links	Tier 2 Vocabulary Assessment.	Additional information
Week 3 Lesson 10 : Vocabulary Assessment.	-Historian -Geology	1. Grotesque 2. Thwarted 3. Tentatively 4. Harrowing 5. Brandished 6. Territory 7. Valiant 8. Lashed 9. Callous 10. Imprisoned.	✓ Story maps should be printed as A3. ✓ The following grammatical terms are used and applied in this unit: ▪ Simple sentence ▪ Compound sentence. ▪ Complex sentence ▪ Holophrastic sentence ▪ Adjectives ▪ Simile ▪ Allusion ▪ Foreshadowing ▪ Nom de plumes ▪ Verbs ▪ Perspective
Week 10 Lesson 2 Big Write: Write a narrative in which a protagonist and a monster fight using the narrative structure taught in class. **ALL STUDENTS TO USE NARRATIVE STORY STRIPS.** **Homework:** Students will be set homework which allows them to revise their Tier 2 vocabulary. Students to complete 20 minutes of Bedrock at home.			
Course overview: During this term, students will be exposed to a range of Greek mythological monsters, from Theseus to Medusa, from Hercules to Hydra. Their exploration of these monsters will be explored alongside the prize-winning novel **The Girl of Ink and Stars,** establishing key narrative writing skills in students' first term, in addition to being introduced to famous Legends. This term will enhance creative writing skills.			Transferrable skills: This scheme will allow students to acquire ways of structuring stories and strategies for editing and proof-reading their work. It will explore both structural techniques of planning a story and linguistic devices to include. The scheme also incorporates reading analysis skills, exploring the impact of a writer's use of language.

Lesson	Learning objective	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
1	**TBAT: explore Greek mythology and the origins of monsters.**	**How would you define a monster?** I would say a monster is… **2. What famous monsters do you know?** Some famous monsters I know are: **3. What is the scariest monster of all time?** I think the scariest monster of all time is…	Introduction to Greek mythology- match the name to the monster.	Introduction to Freytag's pyramid.	Match the plot points of Theseus and the Minotaur to the structure of Freytag's pyramid.	Circle the adjectives in the piece of writing.	Reading booklet – week one
2	**TBAT: employ ambitious adjectives in our writing today.**	Circle the adjectives in the sentences below.	Who are the Greek Gods and Goddesses? Watch video.	Comprehension questions.	Insert the adjectives into the writing on Hades. Students now produce their own description of a chosen God or Goddess.	Peer to identify the adjectives in their peers' work.	
3	**TBAT: Apply adjectives to create an effective setting.**	What is the setting of a story?	Introduction to a variety of setting- mood/atmosphere. Introduced to the story of the Cyclopes.	What setting would be most suitable for the Cyclopes?	Write a description of the setting in which a Cyclops might be found.	Circle the similes in the example piece of writing.	

4	**TBAT: Apply our understanding of setting to create a story exposition.**	Listen to the mainstream songs and identify the similes in the song.	Introduction to the story of Medusa.	Watch the video and use adjectives to describe your impression of Medusa. Read Duffy's poem. <u>Find examples of:</u> • Metaphors • Repetition • Rhetorical questions • Alliteration • Personification • Triples Annotate teacher model and showcase to students where the effective strategies lie.	Write a description of Medusa's lair.	Highlight all of the adjectives and similes you have included in your answer today.
5	**TBAT: Begin to build the Freytag structure in our own work.**	What verbs might be applied to the Harpies?	Introduced to the Harpies.	Stick teacher's setting paragraph in book. Introduce students to the idea of 'show not tell' when introducing characters. Show or tell? Activity.	Introduce your character to the story. Remember to include **adjectives, similes and exciting verbs.** Sentence starters provided.	Pass your work to your partner. In green pen, they must write an explanation of which language in your writing gave them the impression that the Harpy is monstrous
6	**TBAT: Edit our character introduction to include a variety of sentences.**	Assign words to either 'adjective' or 'verbs' column of table.	Introduced to three sentence types: simple, compound, complex.	Identify whether the sentences are simple, compound or complex.	Re-visit your work from last lesson. You are now going to write a new paragraph in green, incorporating all 3 sentence types.	1. What is an adjective? 2. What is a verb? 3. What is a simile? 4. What are the three different types of sentences you can use in your writing?

7	**TBAT: Develop our knowledge of archetypal protagonists and antagonists.**	How many of the protagonists and antagonists can you name?	Introduction to Hercules. Watch video.	Two teacher descriptions of Hercules- which is better and why? Two teacher descriptions of Hydra- which is better and why?	Today's task: Create a description of Hydra attacking Hercules. Reminder students of skills acquired so far: 1. Adjectives 2. Powerful verbs 3. Similes 4. Use of setting for impact. 5. Show not tell.	Low-stakes quiz! 1. What is an adjective? 2. What is a simile? 3. What is a compound sentence? 4. What is a complex sentence? 5. What is a simple sentence?	
8	**TBAT: Utilise Tier 2 vocabulary in our work.**	Students to draw Tiered word pyramid into books.	Introduce students to the importance of Tier 2 vocabulary- students to identify ambitious words in example writing.	Can you match the correct word to the correct definition on your sheet? Quiz time: Which Tier 2 word does the image represent?	Green Pen Editing Re-write your description from last lesson on Hercules and Hydra, using as many Tier 2 words that you can!	Using your worksheet, test your partner by reading out the definition of the word. Can they say which word you are describing?	
9	**TBAT: Develop tension in Freytag's pyramid.**	Challenge 1: Label the 5 sentences simple, compound or complex.	Re-cap of 3 sentence types. Introduce to rising tension part of narrative- Rising tension: this is the part of your story which foreshadows excitement or danger. It is NOT the main event.	Rank the words of tension from least to most tension. Jurassic Park tension scene.	Plot the levels of tension on a graph.	Extract from James Bond- can students identify the language which creates tension in writing?	

10	**TBAT: Embed our knowledge of rising tension.**	Which words did you select last lesson? Choose one word and explain how it created tension and what impact the word had on you.		Class annotation of the impact of language in creating tension.		Mark this person's work. Have they used the vocabulary correctly?	
11 **Assessment**	**TBAT: Complete our vocabulary assessment.**	Students to complete vocabulary. Green pen mark answers.					
12	**TBAT: Explore the different types of ending in a narrative.**	What makes an effective ending to a story?	Introduce students to the six types of story endings. • Resolved ending. • Unresolved ending. • Expanded ending. • Unexpected ending. • Ambiguous ending. • Tied ending	Think back to your writing last lesson. Write down 3 alternative ways this scene could potentially end.	Did you consider these endings?	Can you and your partner name the 6 types of ending in literature?	
13	**TBAT: Develop our understanding of genre.**	Do you know what the word genre means?	Define genre.	**Read the following extracts.** Can you guess which genre they come from? Write down some words for each that tell you why they come from that genre.		Watch the video. Which genre is Girl of Ink and Stars? Based on the interview, what do you think the features of magic realism are?	

| 14 | **TBAT: Read Chapter 1 and comprehend the opening of our novel.** | Traffic light questions. | Read chapter 1. | Answer comprehension questions. Where does this extract fulfil the conventions of the magic realism genre? How does the opening line interest the reader? | Explode the adjectives. What does the writer **show** the reader about Da? Can you record three sentences from the novel that **show** the reader what Isabella is like? Use the ideas from the class discussion to help you. | What techniques can we use to create an effective character? Add your ideas to your story map. | |
| 15 | **TBAT: Add to our understanding of developing a setting.** | Unscramble the Tier 2 adjectives! | Lots of films begin with a long shot, a middle shot and then a close-up. Look at the images. Can you match the images to the terms? | In pairs, read the description of settings. 1.Identify where: the writer is creating a **long shot** in the reader's mind 2.the writer is creating a **middle shot** in the reader's mind 3.the writer is creating a **close up** in the reader's mind | As we read chapter two, use the descriptions to map out the village of Gromera.

Look at the image. Write one line which is a long-shot description. Write one line which is a middle-shot description. Write one line which is a close-up description. | | |
| 16 | **TBAT: Develop our understanding of effective settings.** | Complete the grammar test. You will be analysing the effect of these features in today's lesson. | Read extract on setting. | Teacher-led annotation of the impression students gain of the setting. | Students to now independently annotate extract based on Gromera. Using what you have learned over the past two lessons, | Now produce your own description of a setting based on the image. Annotate your work for the impact you wanted your chosen words to have. | Reading booklet – week six |

					complete the 'setting' section of your map. What features could you use in your own writing?	
17	**TBAT: Read to Chapter 3 and analyse tension**	Can you remember what the word tension means? What type of strategies can we employ to build tension in our writing?	Once you have read chapter three, revisit the opening.	Imagine you wrote this. Label the extract to show what choices you made, and how tension is created	You wrote your own rising tension paragraph on this image. Return to your piece of work and using your annotation skills, green-pen your decisions, analysing why you used the language that you did!	Use your work on settings, tension and openings to complete the 'opening' section of your story map.
18	**TBAT: Understand the impact of foreshadowing**	What do you think **foreshadowing** might mean? Let us re-cap our previous subject terminology... 1. What is an adjective? 2. What is a verb? 3. What is an adverb? 4. What is a noun? 5. What is a simile?	Watch Lion King and Tsunami videos- explain the use of foreshadowing.	Where is the foreshadowing evident in Shakespeare's extract?	Look at the extract from Girl of Ink and Stars Chapter 3- which language hints at foreshadowing? Class annotation.	In your books, record what you think the negative event will be. You must use the conjunction **because** to explain what evidence you have to support your ideas.

19	**TBAT: Read Chapter 4-6 and analyse tension**	Complete the grammar test. You should record the answers on the sheet and stick your sheet in your book.	Read to the end of Chapter 6.	Clarify 6 key quotes for tension.	Independent task on A3: How does Millwood Hargrave create tension in chapter six? Choose one quotation from the chapter and explode it. Your annotations should focus on: ▪ What is tense about the extract ▪ What methods the writer uses to create tension ▪ The effect of the methods on the reader	Self-reflect: have students applied subject terminology? Have students written down their interpretations of the words?	
20	**TBAT: Revisit the impact of different sentence types.**	Students to create a piece of flash fiction, using the images on the PowerPoint.	Students reminded of the 3 different sentence types.	Introduction to all the inventive ways you can start a sentence.	We are going to read chapter seven. As we do, think about the different sentence types that Millwood Hargrave uses- put them into your table.	Return to the flash fiction you wrote for your starter. Upgrade your sentences to include some of the sentence types you've identified in today's lesson.	
21	**TBAT: Explore the theme of gender in our**	What do the images suggest about male and female stereotypes?	What links these names? Introduction to nom de plumes.	Make a list of all the words that the poet, Liz Lochhead, uses to	Comprehension questions on Chapter 8.	In the media, women are often stereotyped as… In *The Girl of Ink and Stars*, Isabella **conforms**	

				describe the way that women talk. **KEY QUESTION:** what do you think the subtext of this poem is?		**to** / **subverts** this stereotype because… I think the subtext of this chapter is… I think that Isabella is a **good** / **bad** protagonist because… .	
	novel and read Chapter 8.						
22	**TBAT: Make inferences about characters in our novel**	Oral literacy: Who can articulate what has happened so far in the novel? Can you use any of our words in your oral language? 1. Harrowing 2. Territory 3. Tentatively 4. Callous 5. Valiant	Chapter 8 comprehension questions. Introduce the concept of inferences.	1. What do you think Millwood Hargrave wants us to infer from this quotation? 2. How did you arrive at your answer? What **evidence** did you use? After reading the chapter, choose one short quotation that you think encourages the reader to *read between the lines*. Record this at the centre of your explosion sheet. You now have **three** minutes to visit as many explosion sheets as possible and record one inference. Review task: On the board, you are going to see some statements the **tell** the reader what is happening. You don't need to use your inference skills to understand what is being said! Can you rewrite them to encourage the reader to infer? 1. The forest was dark. 2. Isabella was scared. 3. Da's knife was in Isabella' satchel.			
23	**TBAT: Read 9-10 and make inferences about**	In silence, look at the scene around you.	You will now be given a series of clues. These are quotations from	In pairs, you will be give 10 minutes to read the clues and use them	Annotate teacher model for features explored in class: adjectives, similes,		

	upcoming events.	What do you think has happened?	*The Girls of Ink and Stars.*	to decide what has happened.	varied sentence openers and sentence types.	
24	**TBAT: Read Chapter 11 and edit our writing in green pen**	Complete the grammar worksheet to recap FROM KS2 your understanding of finite and non-finite verbs.	Read Chapter 11.	Annotate key extract for success criteria- what makes it an effective piece of writing?	Return to writing from previous lesson. Answer questions in book regarding own work.	In green pen, improve or edit previous writing based on extract given today.
25	**TBAT: Explore the power of using flashbacks (Chapter 12)**	Watch short video of flashback story and answer questions.	What can we infer from the clues in the video about the man's life? Chapter 12 starts with a flashback. In pairs, record: 1. What information we learn from the flashback 2. What the information represents (what we can **infer**) 3. What you think the effect of this flashback is on the reader	Clarify understanding of a conditional sentence.	Using the film from the starter as inspiration, write a flashback that follows on from the paragraph above.	

26	**TBAT: Make inferences about Da and Governor Adori.**	Students to green pen their previous work from last lesson.	Chapter 12 re-cap. Quotation analysis.	We are now going to read chapter 13. As we do, record **four** quotations on your sheet that show the reader: 1. What Da is like as a character 2. What Governor Adori is like as a character	groups of four, now add inferences to your quotations. Present your ideas to the class. .	What can you infer about Da in chapter 13? What can you infer about Governor Adori in chapter 13? Write a short paragraph in your books. Don't forget to use your quotes to support your interpretations**!**	
27	**TBAT: Explore how writers use effective cliffhangers and read Chapter 14-16.**	Introduce students to the concept of a cliffhanger.	Discuss the most effective endings and why.	Revisit 6 types of story endings.	Apply understanding of endings to story map.	Review of 10 key Tier 2 vocabulary words.	
28	**TBAT: Identify the different stages of fiction writing.**	Can you name these famous writers? What about their stories do you think captured people's imaginations? Key question: Do you think their first draft was their final one?	▪ **Lesson one:** you will plan a story using a line from *The Girl of Ink and Stars* ▪ **Lesson two:** you will write the first draft of your story. ▪ **Lesson three:** you will develop your knowledge of editing and proofreading. ▪ **Lesson four:** You will complete a	Introduce students to the concept of mimicking Freytag's structure when constructing a narrative and the 'rule of 1.'	Discuss modelled example. Students to spend remainder of the time planning a story beginning with: 'I shut my eyes, ready to fall."		

			second draft of your work. ▪ **Lesson five:** you will use your knowledge of editing to improve a model story based on Arinta's tale. ▪ **Lesson six:** You will plan a story for your final end of year writing assessment. ▪ **Lesson seven:** You will write the first draft of your assessment. ▪ **Lesson eight:** Your peer will use their proof-reading and editing skills to provide you with feedback assessment.				
29	**TBAT: Create a first draft of our pre-model story**	Students to have full hour dedicated to producing the first draft of their pre-model story.					
30	**TBAT: Understand the difference between**	Spot the errors in my setting!	You will now be shown a series of signs. In the back of your book, write down what you	**What is the difference between editing and proofreading?**	Students swap work for peer-marking.	Students to read the feedback left by their peer.	

	editing and proof-reading and read Chapter 17.		notice about the images.				
31	**TBAT: Draw on the advice given by our peers to improve our first draft and read Chapter 18.**	Find in your work: 1. A simile 2. 3 ambitious adjectives 3. A compound sentence 4. A semi-colon.	Students to have the remainder of the lesson to re-write story from the top, incorporating new ideas, feedback and editing.				.
32	**TBAT: To use our knowledge of editing to improve a model story.**	**Answer the following questions, in full sentences, in your book.** 1. What can you see in the picture? 2. Where do you think this island is? 3. Who might live on an island like this? 4. Why might someone live on a floating island? 5. How does the image link to Arinta's story?	Reminder of the narrative bookmarks.	Cut out the different elements of Arinta's story. Can you match them to the narrative structure we have been working on?	Improve the opening of Arinta's story.	Peer-mark: suggestions and compliments.	

33	**TBAT: To plan a story that you will submit for your Big Write assessment.**	What skills have you acquired this term to make you a better writer? In your answer, you may wish to mention: - Adjectives - Sentence types - Foreshadowing - Similes - Freytag's narrative structure	Watch the clip from Percy Jackson and the Olympians: Can you plot the structure according to Freytag's pyramid?	Complete personal plan for assessment narrative.	Finished? You may start your opening setting paragraph.	Pause- Have you included a simile? Have you included any of our Tier 2 vocabulary? What range of sentences have you used?	
Assessment Draft 1	**TBAT: Complete the first draft of your assessment narrative**	Students are to have the full lesson to complete their Big Write assessment.					
Assessment Draft 2	**TBAT: Respond to student feedback to produce a second and final assessment**		Allow 10 minutes for the class to read as many pieces of student work as they can. Students can leave comments in green underneath work.	Students to use the reminder of the lesson to re-write a second and final draft.			

piece and read Chapter 19.						
TBAT: Explore the impact of punctuation on our creative writing and read Chapter 20.	A panda walks into a bar and eats shoots and leaves. A panda walks into a bar and eats, shoots and leaves. How does the placement of this comma affect the meaning of the sentence?	In your punctuation guide, rag rate your knowledge of each piece of punctuation.	Complete page 2-6 in your punctuation guide.	Green pen the answers.	You will now produce 6 lines of creative writing, describing the monstrous Cerberus. You must show evidence of full stop and comma use in your writing. Circle your commas and full stops in green pen.	
TBAT: Use exclamation marks, question marks and apostrophes in our writing. Read Chapter 21	In green, write out these sentences and insert the commas into the correct place to prevent them from being grammatically incorrect!	Complete page 7-10 in your punctuation guide.	Green pen the answers.		Return to your first draft of your description of Cerberus. You must now edit and re-write your first draft so it includes: A comma, a full stop, a question mark, an exclamation mark and an apostrophe.	
TBAT: Use ellipsis, colons and semi-	Booklet work.					

colons in our writing. Read Chapter 22.						
TBAT: Use a dash and brackets in our writing. Read Chapters 23-25	Booklet work.					
TBAT: Return to our assessment book and improve our assessment piece using punctuation.	Green pen feedback in book.					
TBAT: Analyse the presentation of Echo and Narcissus.	What do you think is happening in this image? Write down one sentence predicting what might be occurring…	Read the story of Echo and Narcissus.	How well have you understood the story?. Comprehension questions.

You may have heard people being described as a 'narcissist.' This | We will now annotate as a class the presentation of Narcissus and Echo. | How does Ovid present Narcissus and Echo in this story? | |

			derives from the story we have heard today. 1.What traits do you think a narcisstic person would have? 2. Do you think Echo was truly in love with Narcissus? Why or why not? 3. Who do you condemn the most in this story- Hera, Zeus, Narcissus or Echo?			
TBAT: Use the story of Pandora's Box as a creative stimulus.	In Room 101, you can get rid of anything from the world that annoys you! What would you send to room 101 and why?	Class share: What did we put in Room 101 and why? We must vote for whose annoyance we will send to Room 101! Now consider the reverse…. What is the worst thing you can imagine entering our world?	Read the story of Pandora's Box.	How well have you understood the story? Draw a box in the centre of your page. Around the box, write all of the things in society you think are 'terrible evils'	Using Pandora's story as stimulus, write the moment that your 'evil' escapes into the world. What shape would it be? What does it look like? What happens to the world as a result?	
TBAT: Analyse the feelings of Mrs Midas	If you had 3 wishes, what would you wish for and why?	1. Does money provide happiness? 2. Is there anything in life	Earlier in this half term, we studied 'Medusa' by Carol Ann Duffy. She also wrote a poem called 'Mrs Midas'	Class annotation- how does Mrs Midas feel?	How does Duffy present Mrs Midas' feeling in this poem?	Who do you think made the worst mistake? 1. Narcissus 2. Pandora 3. Midas

			more important than money? Read the story of King Midas and The Golden Touch	**Predictions-** what feeling do you think the wife of King Midas would feel?			
	TBAT: Mimic Duffy's techniques to create a new perspective	1. What do you see?	How many different perspectives could you write from in this image? Did you think outside the box: - The bottles on the wall - The paintings Write down the definition of perspective.	Carol Ann Duffy decided to take very famous men from history and literature such as Shakespeare and write from the perspective of the females in their lives- to lend a new voice to the old stories . **Who do you think we need to hear from?**	Model attempt from Pandora's perspective.	Select a character from our Myths and Legends unit. You must write their perspective of what happened to them.	Justify your chosen perspective.
	TBAT: 'Show not tell' when character creating	Who is this legendary figure? Can anyone tell the class what he was known for?	Write down 4 facts about legends in your book.	What different impressions do each film clip give of Robin Hood?	Task: Write a character description of Robin Hood using 'show not tell'	Choose one sentence from your partner's description. In their book, explain what impression that sentence gave you of their version of Robin Hood and why.	
	TBAT: Write a climatic moment	Who might these be the names of?	In green pen, write down as many facts as you can recall about	You will be re-telling the moment Arthur pulls the sword from the stone.	What can we describe to add to this climatic moment?	Which writing skills did you demonstrate today? Label your work in green pen.	

			King Arthur and The Round Table.	As you watch the video, note down anything you feel will add to your description.	Teacher model.		
	TBAT: Write a description of an unusual setting	Write down 5 features of interest in this image.	The Myth of Atlantis: Reading volunteers?	1. Who created the legend of Atlantis? 2. What is a utopia? 3. What did the lush islands contain? 4. Where did a massive volcanic eruption wipe out a civilisation? 5. Why did the Gods send a punishment on the people of Atlantis according to legend?	You will produce two paragraphs of creative writing. 1. The Uptopian island before its submersion. 2. The submerged city of Atlantis after the God's punishment.	1. Pick 2 quotations from your first paragraph- explain why you used that specific language and what effect you wanted to have. 2. Pick 2 quotations from your second paragraph- explain why this language would create a different impact on the reader.	
	TBAT: Respond to a poem on El Dorado	Which literary figure have we met in this unit whose downfall was caused by a hunger for gold?	Read the legend of El Dorado- what similarities can you see between this and King Midas?	1. What was the consequence of the Europeans search for treasure?	What is the impact of the search for El Dorado on the narrator?	How does Poe present the consequences of searching for El Dorado?	

				2. Which lake was drained in a search for treasure? 3. What happened when Sir Walter Raleigh returned from his expedition?	Class annotation		
	TBAT: Create a story to elicit sympathy	What do you think has happened in this image?	We have studied how important setting is when considering the impact we wish to have in our writing. What sort of atmosphere does this setting create? What tragic event could happen here?	[The Legend of Gelert the Dog (historic-uk.com)](historic-uk.com)	Plan according to Freytag's pyramid. Task: Create the narrative legend of Gelert, considering the language you will use to elicit sympathy from your reader.	Peer- assess: Name one thing your partner has done to create sympathy for Gelert. Leave one improvement they could make to their writing.	
	TBAT: Annotate our own work for success	Name 5 key ingredients for a successful piece of writing.	Green pen in answers for success criteria.	You are now going to thoroughly annotate your work, explaining the choices you have made and what impact you wished to have on your reader.	We will now hear volunteers read out their legendary stories of Gelert.		
	TBAT: Apply our analysis skills to	What similarities do you think might exist between our novel The Girl of Ink and	What could a writer describe in order to bring a character to life? What makes us individual?	What was Isabella like as a female **protagonist** in The Girl of Ink and Stars?	How has the writer use language to introduce the character of Ellie?	Look at my example WHW. It has a clear point in which I give my thoughts on Ellie.	

	Orphans of the Tide	Stars and 'Orphans of the Tide'? Use the book cover to make <u>inferences</u> about this book.		Write down one way in which she might not be considered a typical 'hero'. How does she subvert our expectations? Look at the image of the female protagonist in Orphans of the Tide. Do you think she will be similar- what inference can you make?	Class annotation.	It has a quote to support my claims. I have chosen a key word and explained all of the things I associate with that word. Now colour code your own paragraph for W.H.W	
	Tbat: Revisit the importance of setting	Finish this sentence in your book: Settings are incredibly important because…	How can a writer structure their writing to interest us a reader? What do they do to make sure we read the whole of their novel?	Has Murray used a long shot, middle shot and close up in Orphans of The Tide?	We can use the long shot, middle shot and close up method to create our own description of The *City from Orphans of the Tide.* Look at my example! Long shot: The City from a distance Middle shot: The Chapel of St. Bartholomew Close up: The Whale What effective **techniques** and	Your turn! Using this image as inspiration, write a description of the setting of The City from Orphans of the Tide.	

		words have I used in my setting?	
Tbat: Analyse the presentation of a villain	Using our skills of compassion, can we put ourselves in other people's shoes… What might it feel like to be trapped inside a whale? What might it feel like if that whale left you in a new city- which would be scarier to you and why? Do you think people are always welcoming to strangers in their city?	The writer does not tell us that Hargrath is the villain. So which language SHOWS us that he is? Highlight any key words that give the impression Hargrath is our antagonist!	How has the writer use language to describe the character of Hargrath? Class annotation.	Produce a WHW paragraph.	I have read my WHW paragraph out. Would anyone like to read out their WHW to win POSITIVE points?	
Tbat: Magpie a writer's techniques in our own writing	Write down the first 5 objects that capture your attention in this workshop. Challenge: Can you use Tier 2 vocabulary to describe your 5 objects?	Which words might give us more clues about Ellie as a character? Can we **infer** things about Ellie from the condition of her workshop? Highlight any language you think	These are the words I chose! On the surface of the iceberg, this is a description of a messy shop. BUT! What deeper message about Ellie does it carry?	I have now exploded my quotation to analyse what the writer's language made me think/feel/imagine about Ellie…	Self- assess: 1. Have you chosen a quote from the text? ("textual detail") 1. Have you explained what a certain word revealed to you	

		reveals something about E llie…		about Ellie? ("analysed the effect of the writer's choice of language") 2. Have you labelled your chosen word a noun/verb/adjective? ("made accurate use of subject terminology") Write your own description of a chaotic workshop.	