

ENGLISH



Meadow Park
Patience, Guidance and Determination

Week 1

Week commencing 29th June 2020

Teacher instructions

Unseen Texts - Nonfiction - Comparing two texts - Touching the Void - Joe Simpson

Hi hope you are all well,

Follow the links that I have provided and it will take you direct to the lessons. Follow the step by step instructions to complete the quiz, tasks and activities.

The Next and Back buttons bottom right move you through the tasks.

When the quiz is completed click view score. Once you have seen it close the tab then click close quiz top right and move onto the next activity.

For Videos: Click on the play button to start the video. If your teacher asks you to pause the video and look at the worksheet you should: Pause the video, Click "Close Video", Click "Next" to view the activity

Your video will re-appear on the next page, and will stay paused in the right place.

Note: Make sure you have pen and paper available for some of the task. You can type work up if you wish.

Lesson 1

WEBSITE/LINK

<https://classroom.thenational.academy/lessons/reading-process-non-fiction-texts>

Reading process - non-fiction texts

We'll be continuing our reading of unseen non-fiction texts; this week exploring Touching the Void written by the British climber Joe Simpson about his experiences in the Peruvian Andes. As usual with our first reading, we will be tracking the events and responding to a series of prompts to develop our understanding of the text. By the end of the week, we will be comparing this extract with Aron Ralston's Between a Rock and a Hard Place.

Lesson 2

WEBSITE/LINK

<https://classroom.thenational.academy/lessons/examining-thoughts-feelings-and-perspective>

Examining thoughts, feelings and perspective

We'll complete the reading of our extract from Touching the Void by Joe Simpson whilst considering the thoughts and feelings he presents. Prior to this, we will be finding out a little bit more about Joe Simpson and his companion Simon Yates so that we can establish the very particular perspective of this incident. At the end of the session, you will write your response to the writer's attitude in the selected passage; this will allow you to draw together your learning. A model answer will be provided for you to assess your progress.

Lesson 3

WEBSITE/LINK

<https://classroom.thenational.academy/lessons/close-analysis-of-language-touching-the-void-joe-simpson>

Close analysis of language - Touching the Void - Joe Simpson

We will be following our process for analysing a writer's language use by examining a passage from Joe Simpson's Touching the Void in more detail. As usual, we will ensure that we have selected 'rich' and connecting evidence that allows us to build our analysis before completing a slow write.

Lesson 4

| WEBSITE/LINK | <u>Summarising ideas across two texts</u> <u>Between a Rock and a Hard Place – Aron Ralston and Touching the Void – Joe Simpson</u> |
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| https://classroom.thenational.academy/lessons/summarising-ideas-across-two-texts-between-a-rock-and-a-hard-place-aron- | <p>We will be considering what the skill of summary requires by working with our two non-fiction texts, Between a Rock and Hard Place and Touching the Void. We will look at how we need to understand the focus of the question and select relevant supporting evidence to answer our question. Crucial in the skill of summary, is the idea of synthesising information across the two texts and showing what we have understood / can infer. During the course of the lesson, we will break down the process and experiment with sentence stems to support our written responses.</p> |

Lesson 5

| WEBSITE/LINK | <u>Comparing writers' perspectives and methods</u> |
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| https://classroom.thenational.academy/lessons/comparing-writers-perspectives-and-methods | <p>In this final lesson of the week, we will be comparing both our unseen fiction texts and looking at how the two writers' perspectives influence the way they write their accounts of being trapped. We will break down the task and first establish key similarities and differences in their attitudes. We will then use a planning frame to read extracts from the two texts and select our evidence. You will have an opportunity to write up your response using a framework to support your answer.</p> |

| Teacher instructions | |
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| Alternative perspectives - Isabella Bird | |
| <p>Hi hope you are all well,</p> <p>Follow the links that I have provided and it will take you direct to the lessons. Follow the step by step instructions to complete the quiz, tasks and activities.</p> <p>The Next and Back buttons bottom right move you through the tasks.</p> <p>When the quiz is completed click view score. Once you have seen it close the tab then click close quiz top right and move onto the next activity.</p> <p>For Videos: Click on the play button to start the video. If your teacher asks you to pause the video and look at the worksheet you should: Pause the video, Click "Close Video", Click "Next" to view the activity</p> <p>Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Note: Make sure you have pen and paper available for some of the task. You can type work up if you wish.</p> | |
| Lesson 1 | |
| WEBSITE/LINK | <u>Reading Unseen non-fiction texts - The Hawaiian Archipelago – Isabella Bird</u> |
| https://classroom.thenational.academy/lessons/reading-unseen-non-fiction-texts-the-hawaiian-archipelago-isabella-bird | <p>We'll be continuing our reading of unseen non-fiction texts, this week looking at a pre-1900 extract from the pioneering Victorian explorer and naturalist, Isabella Bird. As usual with our first reading, we will be tracking the events and responding to a series of prompts to develop our understanding of the text. At the end of the lesson, we will reflect on the 'Big Picture' issues the text has presented by considering the 4 Conflicts.</p> |
| Lesson 2 | |
| WEBSITE/LINK | <u>Analysis of language</u> |
| https://classroom.thenational.academy/lessons/analysis-of-language | <p>We will then be following our process for analysing a writer's language use by examining the final part of our extract from Isabella Bird's The Hawaiian Archipelago. As usual, we will ensure that we have selected 'rich' and connecting evidence that allows us to build our analysis before completing a slow write.</p> |
| Lesson 3 | |
| WEBSITE/LINK | <u>Alternative Perspectives - Hawaiian Archipelago – Isabella Bird</u> |
| https://classroom.thenational.academy/lessons/alternative-perspectives-hawaiian-archipelago-isabella-bird | <p>We will begin to develop our response to Isabella Bird's perspective by defining her thoughts and feelings and placing her extract within a social and historical context of Victorian travel writing. Next, we will look at a written response to the extract using a writing frame to help organise your thoughts.</p> |
| Lesson 4 | |
| WEBSITE/LINK | <u>Comparing texts – form and function - Isabella Bird and Aron Ralston</u> |
| https://classroom.thenational.academy/lessons/comparing-texts-form-and-function-isabella-bird-and-aron-ralston | <p>We will be revisiting Aron Ralston's Between a Rock and a Hard Place and drawing comparisons to this week's set text by Isabella Bird, Hawaiian Archipelago. We will consolidate our comparison skills by using our framework for selecting evidence and structuring a written response.</p> |
| Lesson 5 | |

WEBSITE/LINK

Personal response - who has inspired you?

<https://classroom.thenational.academy/lessons/personal-response-who-has-inspired-you>

We'll be reflecting on the three non-fiction texts we have read and considering who has inspired us the most: Ralston, Simpson or Bird? In order to arrive at your decision, you will have an opportunity to engage in an evaluative task before reviewing your candidate's story and finally writing up your response. The main priority today is to give your personal response, really reflecting on your feelings towards each of the individuals and the decisions they have made.

Week 3

Week commencing 13th July 2020

| Teacher instructions | |
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| <p style="text-align: center;">Viewpoint Writing - Planning - 'Heroes'</p> <p>Hi hope you are all well,</p> <p>Follow the links that I have provided and it will take you direct to the lessons. Follow the step by step instructions to complete the quiz, tasks and activities.</p> <p>The Next and Back buttons bottom right move you through the tasks.</p> <p>When the quiz is completed click view score. Once you have seen it close the tab then click close quiz top right and move onto the next activity.</p> <p>For Videos: Click on the play button to start the video. If your teacher asks you to pause the video and look at the worksheet you should: Pause the video, Click "Close Video", Click "Next" to view the activity Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Note: Make sure you have pen and paper available for some of the task. You can type work up if you wish.</p> | |
| Lesson 1 | |
| WEBSITE/LINK | Generating ideas - stimulus extract |
| https://classroom.thenational.academy/lessons/generating-ideas-stimulus-extract | We'll be looking at viewpoint or discursive writing. We'll be exploring a question that will build on our unseen non-extract fiction reading which gave us individuals who could be considered inspirational. This week, we will be considering the statement: "People who save lives, or help improve the lives of others, are the true role models of today." Today, we will examine a response to this statement and consider how it has been constructed. |
| Lesson 2 | |
| WEBSITE/LINK | Planning techniques – Logos, ethos and pathos |
| https://classroom.thenational.academy/lessons/planning-techniques-logos-ethos-and-pathos | We will be looking at planning techniques that will help us generate ideas as well as produce a balanced and thoughtful viewpoint essay plan. We will do this by looking to the Greeks and learning about 'logos', 'ethos,' 'pathos' and 'Kairos'. You will then have an opportunity to start creating a plan using a framework to help sequence your ideas. |
| Lesson 3 | |
| WEBSITE/LINK | Writing an effective introduction |
| https://classroom.thenational.academy/lessons/writing-an-effective-introduction | We will be returning to our plan and looking at how to develop an effective introduction to our essay. We will start by reviewing the model answer and considering how the introduction works. We will then look at the technique of a 'drop paragraph' and consider how different choices are made depending on the purpose and audience of our task and the relationship we need to establish with our reader. After examining the features of a 'drop paragraph' you will return to your own plan and write the first section. |

Lesson 4

| WEBSITE/LINK | <u>Creating an impact – rhetorical devices and sequencing</u> |
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| https://classroom.thenational.academy/lessons/creating-an-impact-rhetorical-devices-and-sequencing | <p>We will return to our essay plan and look at how to build the main body of our response: thinking about the function of the paragraph, the desired effect on the reader and the types of rhetorical devices that might be best to choose. We'll do this as a slow write to give you time to think about your options. At the end of the lesson, we'll critique our writing and compare to the model answer for fluency and control.</p> |

Lesson 5

| WEBSITE/LINK | <u>Writing an effective conclusion</u> |
|---|---|
| https://classroom.thenational.academy/lessons/writing-an-effective-conclusion | <p>We'll be looking at how to ensure we write an effective conclusion by reviewing examples and looking at the features and function of a final paragraph in a viewpoint essay. You will have an opportunity to experiment before completing your essay. You will then complete a final review and commentary of your own work.</p> |