English at Park Community School - Year 7

Autumn Half Term 1 – Loop 1: Novel – Fiction – *Trash* **by Andy Mulligan**
Learning Journey – Context and Part 1 and 2 (approx. 4 weeks)

Reading Success Criteria covered across entire loop:	Writing Success Criteria covered across entire loop:
- Show understanding and empathise with the characters' or writers' feelings in familiar contexts, linking wider experiences to the text *Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary* *Show understanding by reading aloud/performing texts using intonation, volume, pace and movement to make meaning clear (including their own written compositions)* - Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist - Explore how the context in which texts are set and written can alter meaning - Select and summarise the main information in a text and similarities and/or differences between texts in their own words - Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these - Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader	- Experiment with and make deliberate choices about different forms, audiences, purposes, genres and authorial voices- first and third person. - Generate ideas, selecting from a range of stimuli to inspire and inform-thinking, sifting out relevant ideas to include in writing - Make appropriate choices from known phrase structures (including prepositional phrases and noun/verb phrases) understanding how such choices can enhance meaning - Identify words that need to be checked, using dictionaries, thesauri, spelling apps and spellchecker to check the spelling and meaning - Use a full range of punctuation accurately (including colons and semi-colons demarcating clauses)

Terminology:			Language Features:	Structural Features:		Extra Resources:
Skim Scan Select Summarise Synthesise	Connotation Denotation First person narrative Voice Setting Protagonist Symbolism Semantic Field Context	Noun Verb Adjective Adverb Pronoun Metaphor		Repetition Ellipsis Rhetorical question Juxtaposition		Reading Journal strategies

Assessment points in addition to ongoing assessment using reading journal and appropriate highlighted criteria:	Assessment that is refined and redrafted in response to teaching and feedback:
✓ **People Paper Chain – Jose Angelico (see Reading Journal strategies)** ✓ **Assessment Adventure (resourced and attached)** ✓ **Spelling Test**	✓ **Students to write a short response answering the question – Why does Raphael decide to trust Jose Angelico?** ✓ **AIRBRICK: TEACHER TO IDENTIFY AND DELIVER ANY TEACHING NEEDS** ✓ **Responses edited for spelling and punctuation and green penned for accuracy and presentation**

Homework - spelling test words:				Homework – compulsory home reading that can be supplemented with additional teacher set activities:			
1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
skim scan select summarise synthesise context poverty	semantic field connotations denotations symbolism protagonist first person narrative voice	noun verb adjective adverb pronoun metaphor repetition	Review of all words pre-final assessment	Book to Film – Literary Heritage: Medusa	Book to Film – Literary Heritage: Beowulf	Book to Film – Literary Heritage: Chaucer	Book to Film – Literary Heritage: King Arthur

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empathy	setting	ellipsis					
Behala	Gardo	rhetorical question					
Raphael	Jose Angelico	juxtaposition					

People Paper Chain – Jose Angelico (see Reading Journal strategies): Students create a paper chain of a character with appearance on the outside and personal attributes, characteristic, emotions inside each chain.
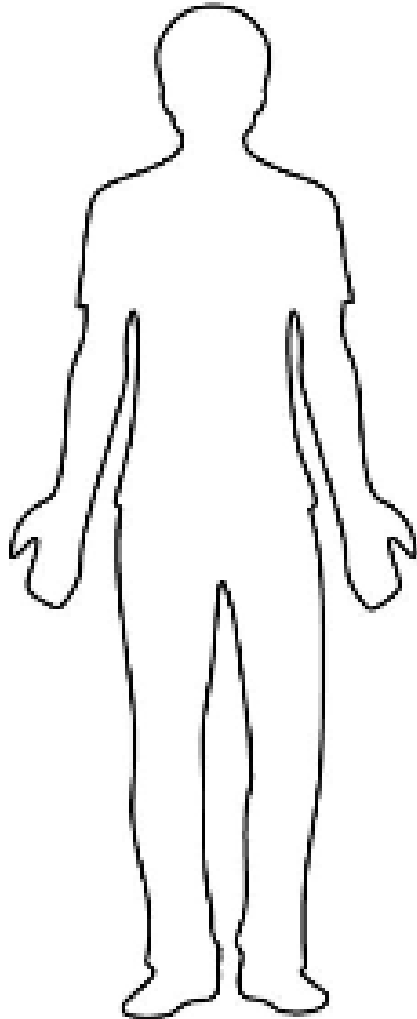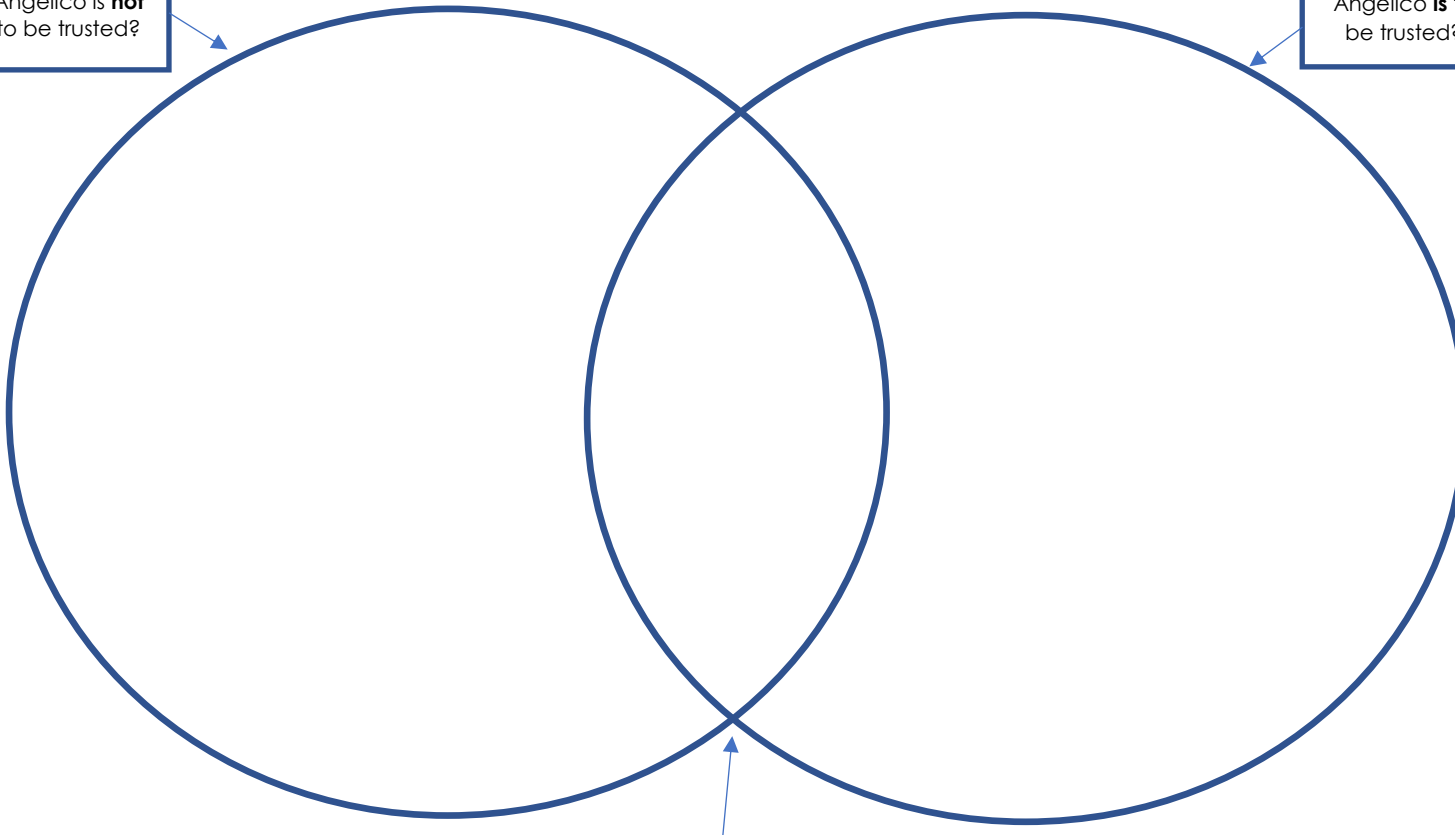
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Assessment Adventure

Name:

You must use quotations!

What do you discover that suggests Jose Angelico is **not** to be trusted?

What do you discover that suggests Jose Angelico **is** to be trusted?

The name **Angel**ico has the word **angel** within it. What are the **connotations** of an angel?

What clues is Mulligan giving the reader about the character?

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What do you discover that makes you **unsure** about whether Jose Angelico can be trusted?

Create a timeline of what you have discovered about Jose Angelico's life.

How does Mulligan want the reader to think and feel about Jose Angelico?

Select quotations to support your ideas.

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– engaging with ideas, discussion and building of cultural capital	Skills and Success – development of key skills linked to success criteria and assessment objectives	Create, Craft and Be Critical – producing of extended responses, editing, refining and evaluation of work

Link to Yr 6 work?

BQ: How can you survive when you have nothing?

L/O: How can I skim and scan to select relevant information to understand the life of a dumpsite child?
How can I understand the context of dumpsite children in today's world?
How can I summarise and synthesise information to develop empathy and describe the day in the life of a dumpsite child?

- Students explore lives of children on rubbish dumps and learn what context means
- Groups to present a definition of poverty and a day in the life of a dump site child (use of first person narrative voice) – can be presented through writing and use of images

✓ Generate ideas, **selecting from a range of stimuli to inspire and inform thinking**, sifting out relevant ideas to include in writing
✓ **Select and summarise the main information in a text** and similarities and/or differences between texts **in their own words**

BQ: How can you effectively describe a dumpsite?

L/O: How can I use skim and scan to identify a semantic field?
How can I explore how context of a setting alters the meaning of words and influences word choices?
How can I create effective noun phrases in the third person to create a sense of place?

- Students explore a semantic field of words (model provided) and organise into a description (3rd person)
- Reveal original – students can review, refine and evaluate theirs in comparison – focus on effective noun phrases

✓ Explore how **the context in which texts are set** and written **can alter meaning**
✓ **Make appropriate choices from known** phrase structures (including prepositional phrases and **noun**/verb **phrases**) understanding how such choices can enhance meaning
✓ Experiment with and make deliberate choices about

BQ: Why do people choose to live in dumpsites?

L/O: How can I skim, scan and select accurate information?
How can I infer information about the characteristics and choices of Walker and Julliard?
How can I summarise the main information in a text and use it to make a comparison?

- Students complete comprehension activity on Angel of the Dump (resourced)
- Students read Part 2 Chapter 1 independently and compare Jane Walker and Father Julliard using a Venn diagram

✓ **Select and summarise the main information in a text and similarities and/or differences between texts in their own words**

BQ: What do we discover about Raphael and the police?

L/O: How can I use textual evidence to track different types of power?
How can I explain my ideas about a character's choices?
How can I select relevant quotations to support my ideas?
How can I use my selected evidence to support my ideas and inferences?

- Students read Part 2 Chapter 2
- Students track and explore Raphael's reactions and the balance of power between him and the police using ideas and quotations on a power themed opinion line
- Writing-aloud class response to the question: 'Why do the police let Raphael go?'
- Paired response to 'Why do the police treat Raphael in this way?'

✓ **Show understanding and empathise with the characters'** or writers' **feelings in familiar contexts, linking wider experiences to the text**
✓ **Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or**

BQ: How has Mulligan presented Raphael so far?

L/O: How can I deconstruct a paragraph using correct terminology?
How can I explore the writer's intended effect of language and structure on the reader?

✓ Teacher to model on a different extract and then students collaboratively deconstruct a paragraph from p67 (resourced)

BQ: What do we discover about Jose Angelico and the effect he has on Raphael.

L/O: How can I evidence and explain my ideas about a character and their choices?

Students individually respond to specific questions/activities exploring p70-73.

✓ **People Paper Chain – Jose Angelico (see Reading Journal strategies)**
✓ **Assessment Adventure (resourced and attached)**
✓ Students to write a short response answering the question – Why does Raphael decide to trust Jose Angelico?
✓ Responses edited for spelling and punctuation and green penned for accuracy and presentation

✓ **Select and summarise the main information in a text** and similarities and/or differences between texts in their own words
✓ **Track individual characters**, ideas and themes through the text, **picking out the key moments that exemplify aspects of these**
✓ **Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader**
✓ **Identify words that need to be checked, using dictionaries, thesauri**, spelling apps and spellchecker to check the spelling and meaning

different forms, audiences, purposes, genres and **authorial voices – 3rd person**

BQ: How do different characters respond to life in Behala?

L/O: How can I select information and quotations to create setting and character profiles?
How can I use clues from the text to make informed predictions?
How can I explore how connotations influence and change meaning?
How can I explore the significance of objects as symbols?

- **Students read Part 1**
- **Students to create a reading journal on *Trash* based around discussion and idea sharing – students must be learning/developing how to use skim, scan and select to develop their comprehension and understanding of the characters, setting and the growing relationship between the characters.**
- **Students to learn the meaning of connotation and denotation using the word 'trash'. Students to learn the meaning of symbolism using the objects in the wallet and use talk to explore predictions based on their comprehension of the text.**

Possible outcomes:
- **Make predictions using front covers**
- **Think-aloud on blurb**
- **Explore connotations of the word 'trash'**
- **Create character profiles for Raphael, Gardo, Rat, Jose Angelico and police – track information and inferences**
- **Create the wallet – link to symbolism**
- **Create setting mind map for Behala**
- **Group reading opportunities in Chapter 6 to read the characters' voices in groups of 4**
- **Predictions for Part 2 using letter and code**

- ✓ Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; **making predictions** and **exploring connotations**, including how different connotations can co-exist
- ✓ **Show understanding by reading aloud**/performing texts using intonation, volume, pace and movement to make meaning clear (including their own written compositions)

ideas and explaining their effect on the reader

Complete reading Part 2

L/O: How can I use talk to share my interpretations and tracking of key characters and ideas?
How can I create questions based on my prior knowledge and inferences?

- **Students to share and magpie from each other to complete their character profiles.**
- **Groups to create questions they have about what will happen next**

- ✓ **Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning;** making predictions and exploring connotations, including how different connotations can co-exist
- ✓ Track individual **characters**, **ideas (power)** and themes through the text, picking out the key moments that exemplify aspects of these
- ✓ *Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary*

- ✓ **Use a full range of punctuation accurately** (including colons and semi-colons demarcating clauses)
- ✓ *Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary*

✓ <mark>**Track individual characters**</mark>, ideas and themes through the text, <mark>**picking out the key moments that exemplify aspects of these**</mark> ✓ *Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary*		