



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
<p>A 6 week unit of work</p>	<p>Students learn how to make informed personal responses to a play, using quotations to support points and exploring their effects. They will show understanding between texts and the contexts they were written in. The unit provides various Reading, Writing and Speaking and Listening Assessment opportunities; however, the final Writing assessment asks students to produce a dramatic monologue from a character's perspective.</p>	<p>Knowledge of how to read and write play scripts Investigation of play scripts and characterisation through drama Exploring how empathy is created for characters and writing from different perspectives. The differences between formal and informal language Exposure to different types of texts and writing e.g. diary entry/descriptive writing/persuasive writing etc. Knowledge of basic linguistic, structural and grammatical features to support the coherence of the text.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p><u>Mid-term assessment</u></p> <p>Why has Benjamin Zephaniah decided to use Past, Present and Narrative Martin? What is the effect if it?</p> <p>➤ Select quotations and write a corresponding paragraph for your response.</p> <p><u>End of term Assessment</u></p> <p>How does Benjamin Zephaniah create sympathy for the character of Martin in the play, 'Face'?</p>	<p>Formal teacher feedback provided in lessons 7 and 13.</p>	<p><u>Communication of Ideas</u></p> <ul style="list-style-type: none"> • I can use similes to add interest or detail to my writing • I can use examples to support my points • I can use metaphors to add interest or detail to my writing • I can use the formal and stylistic features of a short story • I can use the active voice sentence constructions for different effects • I can use the formal and stylistic features of a radio interview • I can use the formal and stylistic features of a newspaper column • I can use the formal and stylistic features of a persuasive letter • I can use the formal and stylistic features of a formal talk <p><u>Organisation of Ideas</u></p> <ul style="list-style-type: none"> • I can use bullet points to highlight the main ideas • I can write in paragraphs with a clear focus on the topic and some development of ideas • I can structure writing with a beginning, middle and an end to frame my ideas • I can choose appropriate titles that reflect the content of my written work <p><u>Vocabulary Choices</u></p> <ul style="list-style-type: none"> • I can use words and phrases in writing for effect • I can use modal verbs to highlight varying degrees of possibility and certainty • I can consistently write in Stand English to communicate my ideas



		<ul style="list-style-type: none"> • I can use words and phrases to show relationships between different time frames • I can use words and phrases to add additional ideas or points to my writing • I can use words and phrases to offer contrasting points or different opinions and viewpoints <p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can spell words with inflectional endings e.g. -ed, -ing • I can spell 'closed words' correctly e.g. pronouns, determiners <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use exclamation marks judiciously • I can use commas to separate items in a list • I can follow the conventions of dialogue e.g. use of speech marks, a new line for a new speaker • I can use apostrophes to mark singular possession <p><u>Grammar</u></p> <ul style="list-style-type: none"> • I can write simple sentences with a subject and verb • I can use the correct verb agreement in my writing • I can use the correct subject-verb agreement in my writing • I can write compound sentences consisting of two simple sentences
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
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1	KQ: Can I explore the theme of prejudice in the play 'Face'?	All: Understand what prejudice is. Most: Can understand and explain prejudice. Some Associate prejudice with a situation.	Define what prejudice is. Students discuss: What <i>might</i> people judge people about? Feedback.	Students in their tables discuss: <ul style="list-style-type: none"> • Can you think of a time when you have made an assumption about someone else? • Can you think of a time when someone else has made an assumption about you? How did that feel? • 'Never judge a book by its cover'. What does this quotation mean to you? Do you think it is a good way to live?	The first question will be discussed as a class and responses from various students will be taken to ensure they understand.	What stereotypes are there about: <ul style="list-style-type: none"> • Disabled people • Black people • Asian people • White people • Women 	What do you think the book will be about? Clue: it is related to prejudice.
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2-3	KQ: Can I make a prediction about a play based on different stimuli?	All Can understand the stimuli they are given. Most Can explain the stimuli and relate to prejudice. Some Can evaluate the stimuli to help them predict the story.	SPaG Settler: Decide a list of good rules for: Paired work. Feedback. 5 good rules are put on the board.	Look at the different sources on your table Mind map any ideas or thoughts you have which the clues give you ➤ What do you think the play could be about? ➤ What could the events be? ➤ What might the themes be? ➤ Who, what, where, when, why does it all take place? Watch the story of burn victim Jenna. • https://www.youtube.com/watch?v=eKlflaQcGco • In pairs discuss: • How does her story make you feel? • In what way has her life changed forever? • What sorts of challenges will she face which are different to those who haven't suffered this type of accident? Think about a time when you or someone you know may have experienced some form of prejudice. What happened to this person? How did the person react? What impact did this have on the person and how long did it last? Have you ever subjected someone to your own prejudices?	Feedback will be shared with the class.		Students will feedback what they think the play is about, taking into account the sources they looked/analysed.
4	KQ: Can I identify the features of a book sleeve?	All Can identify the basic features of a book sleeve. Most Can predict a story based on the blurb and the front cover. Some Can make inferences with all they have learned so far to create an engaging book sleeve.	SPaG settler: What should a book sleeve contain? Ideas are brainstormed. What should a blurb contain? Ideas are again brainstormed.	Students will look at the blurb of Face as well as the front cover. They will predict the plot of Face based on the stimuli's from the previous lessons as well as the information on the blurb/front cover picture.	Examples of book sleeves will be on the board to inspire the students.	Produce a book sleeve for the play 'Face' by Benjamin Zephaniah.	Students evaluate their book sleeve and justify their reasons for it.



5	KQ: Can I understand the difference between play and prose?	All Identify the features of a play. Most Identify and compare the features of a play and prose. Some Explain the features and its importance.	SPaG Settler: What is a play? Have you read any?	Students will read two different extracts: a play and prose. They will identify the features of a play based on the extract. Students are to highlight the play features and try and identify its purpose and importance.	An example will be put on the board and the importance will be discussed as a class.		Students will discuss their responses as a class. Why did Benjamin Zephaniah decide to write Face as a play?
6	KQ: Can I explain what I learn about Martin in the first scenes?	All List 10 facts about Martin. Most List 10 inferences/deductions about Martin. Some List 10 inferences/deductions about Martin using appropriate quotes.	SPaG Settler: <u>David Beckham:</u> How has he changed? Can you come up with 10 ways he has changed?	10 facts about Martin: (Level 3). 10 inferences and deductions about Martin: (Level 4). Students will then write a PEE paragraph on an inference/fact they have found about Martin. Level 5 In this scene we learn a lot about Martin. Firstly, we find out... We know this when it says, ‘.....’ We can also deduce that We discover that... When Martin says ‘.....’ it suggests that ...	Students will be provided with starter sentences to help get them started.		Students will peer assess their work.
7	KQ: Can I understand the character of Past Martin?	All Find adjectives to describe Martin. Most Find quotes the justify their adjectives. Some Write a detailed PEE paragraph using their adjectives and quotes.	SPaG Settler: <ul style="list-style-type: none"> • What prejudices do you think the play will deal with? • What do you think will happen in the next few scenes of the play? • Do you think the next scene will be set in the present or past? Why? 	Students find 5-6 adjectives to describe the character of past Martin and use quotes to support why they have used the specific adjective.	An example will be put on the board. Past Martin is arrogant. He says ‘I’ve got nothing new to learn, my head’s full’ (p9).		Why is the role of the form tutor important? <i>‘Education never ceases, Martin Turner- and we all have more to learn than we may think.’</i> What could the teacher mean by that?



8	KQ: Can I understand Martins character?	All Have an understanding of Present and Past Martin. Most Infer the differences in Past and Present Martin. Some Understand and explain the purpose of all Martins.	SPaG Settler: <ul style="list-style-type: none"> Make a bubble map for each character you have met so far. Write down your initial impressions about their personality. What kind of character are they? We will add to these maps as we continue reading the play. 	<ul style="list-style-type: none"> Past and present are intertwined throughout the play. The play weaves between the past and the present, with Narrative Martin being the only character who can be in both places. Why might the script writers have used this technique? What effect would they hope it would have on the audience? 	Questions will be discussed as a class.	Add quotes to the character maps to support what you have said about them.	Students will peer assess their answers.
9	KQ: Can I understand the role of Natalie?	All Understand the role of Natalie Most Use quotes to describe Natalie Some Explain the purpose of Natalie and infer meaning from her character	SPaG Settler: Play is read up until Matthew's comment on Natalie 'The acting, the modelling and that...' What can we infer about Natalie, from what Matthew has said about her?	'You shouldn't judge a person by what they look like' Do you think Natalie will change her mind about this? How and why?	Class will discuss what the quote means and whether they have judged a person based on what they look like.		What will happen to Natalie and Martin after the accident?
10-11	KQ: Can I understand the importance all the Martins?	All Write a paragraph to show understanding of all characters. Most Use quotes to support their understanding. Some Be able to write developed paragraph with explanation of writers purpose.	SPaG Settler: Students fill out a table on Past, Present and Narrative Martin, where they find quotes to use, in preparation for their mid-term assessment.	Mid-term assessment Why has Benjamin Zephaniah decided to use Past, Present and Narrative Martin? What is the effect if it?	An example PEE paragraph will be on the board for the students to use as a model.		Students note down what they found difficult and what they found easy in terms of the assessment.



12	KQ: Can I write a diary entry from Martin's character?	All Follow the format of a diary entry from Past Martin's POV. Most Use paragraph within their diary entry for impact from Present Martin's POV. Some Write a convincing piece from Narrative Martin's POV.	SPaG Settler: Students discuss how each one is different from another.	Write a diary entry from either Past (L), Present (M) or Narrative Martin (H). Dear Diary, The fair was wicked! I played the funniest joke on a police officer, he should've seen his face! I am awesome!	Students will choose a character based on their level, lower level students.		WWW: Have they written convincingly? Have they used varied punctuation? Have they used paragraphs to structure their writing? EBI: How can they make it better? Could they have used a better range of punctuation?
13	KQ: Can I understand the importance in the stage directions?	All Understand the purpose of stage directions. Most Explain the importance of stage directions. Some Reflect on the importance of stage directions in Face so far.	SPaG Settler: Students read the play and discuss the importance of the scene when Past Martin sees his face for the first time.	Why does Narrative Martin shout at Past Martin? Students will work in pairs and reenact the scene to understand the effect and importance of the scene.			In what tone do you think Narrative Martin is telling the story? Why are there so many 'new images' in this scene?
14	KQ: Can I understand the relation between Face and Faceless?	All Understand the poem Faceless. Most Explain the link between the poem and play. Some Analyse the importance of the poem and how it relates the face.	SPaG Settler: Students read the poem by the same author: Faceless.	What is this poem about? How is it similar to Face? Does it give clues about what Present Martin is yet to face?	Students discuss the poem and its meaning on their tables.	Write a poem like faceless Have you learnt anything from past experiences? Have you been judges based on how you look?	Students brainstorm what they could write a poem about.
15	KQ: Can I understand the difference in play and prose Face?	All Understand the prose. Most Explain the link between the prose and play face. Some Analyse the importance of the prose and state the differences between the two and why.	SPaG Settler: What thoughts are going through Present Martin's mind? Annotate the body.	Students read an extract from Face the novel and discuss how it is different from the play. How is the prose different to the play Face? Why do you think it's different? Students will write a play version based on the extract they have read.	As a class students will pick 5-6 things that are essential in writing a play.		Students will self-assess their work against the success criteria/checklist the class had previously created.



16	KQ: Can I understand what sympathy means?	All Will understand sympathy. Most Explain sympathy by relating to own experience. Some Explain and analyse sympathy within the novel.	SPaG Settler: Students write down the definition of sympathy. <u>Write a paragraph.</u> What happened? How did the person feel? How did sympathy for that person make you feel? Share with the class.	Students watch two clips form Lion King to explore the idea of sympathy The first clip they will discuss : What do we learn about the relationship between Simba and his Dad, Mufasa? Mustafa and Simba https://www.youtube.com/watch?v=rw45nBcWNbQ After the second clip they will discuss: How are we made to <u>feel sorry</u> for both characters? Mustafa's death https://www.youtube.com/watch?v=LGtJn-L5xEs	Feedback will be shared with the class.		How do we feel sympathy for Martin in Face?
17-18	KQ: Can I prepare for my Assessment?	All Understand sympathy in relation to the play. Most Explain the parts where they feel most sympathetic. Some Find appropriate quotes to explain why they feel sympathetic.	SPaG Settler: How does Benjamin Zephaniah create <u>sympathy</u> for the character of Martin in the play 'Face'? Students will discuss the essay questions and note down the aspects of the book where they feel sorry for him. Feedback to class	Students will write down the 6 moments in the play that they felt sympathy for Martin and write down why they are choosing these moments. Students will receive a table to help structure and plan their essays, in the PEE format. They will work through the six points and find appropriate quotes to support their answers.	Prompts/suggestions will be on the board for the students to get started if they can't think of any themselves. Model answers will be shown so the students have an understanding of how to structure their essay and analyse their quotes.	Students will complete their tables and prepare for their assessment by writing practice answers.	Self-Assess: What are you confident about in the assessment? What do you feel you are struggling with?
19-20	KQ: Can I write up my Assessment?	All Will be able to write in PEE paragraphs. Most Write using PEE with appropriate quotes to show understanding. Some Write in PEE analysing the quotes with reference to writers purpose.	Students will have 10 minutes to look over their notes and remind themselves of the quotes they will be using	Students will spend two lessons writing up their assessment.			