



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6 WEEKS	Non-fiction Media unit Year 8	Pupils show clear and successful ability to organise their ideas in a newspaper article, taking into consideration purpose, audience and format. They will begin to experiment with using these techniques in their work.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<ul style="list-style-type: none"> • Mid-term assessment- <p>An extract based question on language</p> <ul style="list-style-type: none"> • End of Unit assessment- <p>An extract based question on structure</p>	<p>Teacher feedback in lessons 9 and 18</p>	<p>Understanding</p> <ul style="list-style-type: none"> • I can use textual references to support the comments I make about texts • I can comment on the genre of the text • I can identify the factual details used in a text • I can identify and explain the factual details used in a text • I can use short quotations to support insightful comments about the text • I can highlight the main points in a paragraph and briefly summarise it in the margin • I can summarise the main points of a passage in bullet point form • I can link details of the text to its genre • I can make comments about the thoughts and feelings expressed in a text <p>Analysis of Presentational devices and form</p> <ul style="list-style-type: none"> • I can recognise the compound sentences in a paragraph and comment on their effect • I can recognise simple sentences in a paragraph and comment on their effect • I can recognise complex sentences in a paragraph • I can identify and explain the effect of presentational features used in a text • I can identify and explain the effect of presentational features by relating them to the intended audience • I can recognise complex sentences in a paragraph and comment on their effect <p>Comparison and Links</p> <ul style="list-style-type: none"> • I can compare the main meanings expressed in different texts • I can compare the language and methods used in different texts • I can compare the specific thoughts and feelings expressed in different texts • I can construct specific alternative interpretative of aspects of texts, or whole texts



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What makes an effective newspaper article?	All pupils identify the features of the article. Most pupils explain these features in detail. Some pupils analyse these features.	Teacher shows the front page of a newspaper article and pupils identify the features using specific terms.	Teacher divides the features amongst pupils and asks them to comment on its effectiveness.	On a post it note, pupils would be asked to write down three things that make the feature effective.		Pupil demonstration.
2	Can we identify and comment on the different purposes that articles can serve?	All pupils write at least 3 types and features Most pupils write 5 Some pupils write all the features in detail.	Brainstorm different types of newspaper articles. What do the terms PAF mean?	Pupils create 2 columns and denote the article type and key features of its purpose.	Pupils compare the grids with the partners discussing similarities and differences in their findings. Pupils identify quality features and independently write the next paragraph using PAF.		Teacher lets pupils link up different headlines to different kind of newspaper articles.
3	How do writers organise their material in an interesting way?	All pupils identify at least 3 types and features Most pupils explain 5 Some pupils analyse all the features in detail.	Pupils brainstorm key features and reasons for pyramid writing.	Pupils write the headline, introduction and second paragraph for the report making sure they have used the facts included in the pyramid style.	Pupils use the self-assessment sheet against the pyramid sheet to check their work.	Pupils should be encouraged to bring their own newspaper articles.	Pupils in groups read out their targets for improvement.
4.	How do writers use certain sentences to make them effective?	All pupils understand the 5 Ws. Most pupils explain the 5Ws. Some pupils use the 5 Ws and write them up in detail.	Brainstorm sentence starters commonly used by pupils- the 5Ws.	Pupils use the articles from homework and they write 4-5 paragraphs using the 5Ws.	Pupils swap their work and mark against success criteria.		Pupil demonstration.
5	Can we identify and discuss the effect of language in a text?	All pupils identify the features of the article. Most pupils explain these features in detail. Some pupils analyse these features.	Students are given a list of sentences and expressions <ul style="list-style-type: none"> • What do they mean? • In what context can these be used? • What connotation might each have? 	Pupils write a paragraph about the effectiveness of each sentence they chose.	Pupils find 5 examples by looking through a selection of newspapers and copy them into their exercise books.		Pupil demonstration.
6	How are paragraphs used to structure a newspaper article?	All pupils identify at least 3 types and features Most pupils explain 5 Some pupils analyse all the features in detail.	Pupils are shown two articles and they need to discuss any patterns in paragraphs and the way it is presented. How do the two papers differ?	Teacher gives a topic and pupils in pairs will need to write an article.	Each group is then given a different topic to group assess their friends' work <ul style="list-style-type: none"> • What do you notice About the paragraphs? • How are the essential facts of the reports divided between the paragraphs? How does the paragraph structure help to keep the reader's attention?	Restructure the article to another given number of paragraphs.	Leader in each group talks the class through their work.



7	Can we understand the differences between facts and opinions?	All pupils identify the facts or opinions in the article. Most pupils explain the differences in detail. Some pupils use these in their own writing.	Pupils are shown an article where they identify / highlight facts and opinions.	Pupils develop the process of using facts and opinions in their own writing.			
8/9	Can we identify and discuss the effect of language in a text?	All pupils identify the features of the article. Most pupils explain these features in detail. Some pupils analyse these features.	Students are given a list of sentences and expressions <ul style="list-style-type: none"> • What do they mean? • In what context can these be used? • What connotation might each have? 	Pupils write a paragraph about the effectiveness of each sentence they chose.	Pupils find 5 examples by looking through a selection of newspapers and copy them into their exercise books. In the next lesson, pupils write a paragraph about the effect of any 2 features in detail. Teacher gives formal feedback.		Pupil demonstration/ responds to Teacher feedback.
10	What are the key ideas in a text that show the writer's perspective?	-All pupils show the ability to understand the writer's ideas. -Most pupils show the ability to explain the writer's ideas. -Some pupils show ability to understand how writers appeal to audience and serve purpose.	Pupils read an article. Work with the students to explore how many of the following help to identify the audience and purpose of the texts: Who? What? Where? When? Why?	Ask them to bullet point the most important ideas in the text. They will then select words and phrases that reveal the writer's perspective to the reader. Ask students come up with categories that could be used to identify the audience, for instance: age, gender, interests, nationality, education, profession. Work with the students to underline words and phrases that might help you to identify the audience.	Now take two other texts and encourage students to compare the purpose of the texts and why they have made the assumptions they have.		Peer evaluation.
11/12	How does the writer use image and presentation? How do you write about writers' use of images and presentation?	ALL-Ability to identify features of presentation. Ability to identify choices made by writer when selecting images. MOST-Ability to evaluate the impact of presentation choices on the audience. Ability to select specific examples of presentation when exploring texts. SOME-Ability to explore examples in detail.	Begin by considering how colour can be used to influence a response in a media text. You might want to start by giving them an example. Select a number of images from a newspaper. Ask students to guess the story that went with the image. Encourage them to justify their response by referring to the way the image has been presented. 1.	Ask students why a certain presentational device has been used. Begin sentences with the name of device and then use because, suggests or implies. "The bold font on the title has been used because..." Encourage students to link it to the ideas and perspectives of the writer and/or the audience and purpose the text is being aimed at	Ask students to select a presentational device the leaflet/ poster uses and write a paragraph about why and how it has been used. Push them to link the presentational device to the ideas/ perspectives/ audience and purpose of the text. You may wish to model writing such a paragraph first and then ask students to complete the task in groups before asking them to write such a paragraph alone.	Guided writing	Teacher feedback.



13/14	<p>How does a writer use language? How do you write about writers' use of language?</p>	<p>All-Ability to identify the language employed by the writer. Most-Ability to consider how the language choices can influence the readers understanding of ideas and perspectives. Some-Ability to select specific examples of language when exploring texts. Ability to explore examples in detail.</p>	<p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. (recap from previous lesson)</p>	<p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they didn't identify or they think the other group might have labelled wrong. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit the article to change the perspective of the writer.</p>	<p>Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p>	<p>Then, show students how to construct a paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language.</p>	<p>Comment on group responses – showing where they would have got marks and what needs to be improved. Then, encourage them to improve the paragraphs they have written.</p>
15/16	<p>How do you compare texts? How should an answer be structured?</p>	<p>ALL-Ability to explore similarities and differences between texts. MOST-Ability to structure a comparison between texts. SOME-Ability to construct a paragraph in response to text.</p>	<p>Draw a table with three columns and four rows. The column headings should contain the name of two texts that you would like the students to compare. The row headings should include image, presentation and language. Encourage students to explore two texts, completing the table with specific examples of the use of image, presentation and language.</p>	<p>List a series of discourse markers/ connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other in hand... Ask students to look at the row from their table that focuses on image in the two texts they have explored. Ask them to orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board. It is a good idea to allow student to rehearse this in pairs and then to a group before asking them to share it with the rest of the class. Model how these discourse markers/ connectives can be used to help write up a paragraph on the use of images in the texts. Focus on how to deal with both texts at the same time for A grade students or for connecting between texts for C grade students.</p>	<p>Encourage students to complete a paragraph on the use of presentation in the two texts you are practising with. Point out that each row can become a paragraph or section of their analysis of the texts that they will write about in the controlled assessment. Ask students to guess at the point of an introduction and conclusion in the analysis of texts. Record their responses on the board and then clarify – using the responses to shape a coherent theory about why to include an introduction and conclusion.</p>		<p>Using this theory, ask students to construct what they think will make the perfect introduction and conclusion. Listen to a number of responses and take the positives from what you hear to construct a list of success criteria on the board. Encourage students to use this success criterion to improve the</p>



17	How do you use language effectively?	Ability to select the most appropriate language for audience and purpose. Ability to employ vocabulary effectively. Ability to choose sentences for effect.	Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and purpose but different subject to that found in the controlled assessment. Encourage them to change the vocabulary for different audience and purpose – investigate the effect of including adjectives/ adverbs and the effect of changing the verb.	Introduce students to the different punctuation available to them. Ask students to write a series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices that they have made. Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences – using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices.	Ask one students to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with the partner – explaining the effect of the changes to the language to their partner.		You may wish to ask students to feedback to the class and form a checklist of effective choices on the board – and to link these to the success criteria in the mark scheme.
18/19 20	Pupils revise and prepare for their end of unit assessment.						