



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
A 6 week unit of work.	Students learn how to make informed personal responses to a range of media and non-fiction texts. They will be able to identify, explain and analyse how writers use language and structure for effect. Though the unit provides various Reading, Writing and Speaking and Listening Assessment opportunities.	<ul style="list-style-type: none"> • Read extensively and discuss personal reading with others, including in reading groups. • Sustain engagement with longer texts, using different techniques to make the text come alive. • Compare how writers from different times and places present experiences and use language. • Understand how writers use different structures to create coherence and impact. • Recognise the purpose of a text and the language a writer may make.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Midterm test:</p> <ul style="list-style-type: none"> • <i>How does the writer use language to describe.....</i> <p>End of term test:</p> <ul style="list-style-type: none"> • <i>How has the writer use presentational devices to interest the reader...</i> <p>A01 - Read, understand & respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • Select and synthesise evidence from different texts • Use textual references, including quotations, to support & illustrate interpretations. <p>A02 - Analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology.</p> <p>A03- Compare writers' ideas and perspectives as well as how these are conveyed, across two or more texts.</p>	Teacher assessment: lessons 7 , 12 and 21.	<p><u>Understanding:</u> I can skim and scan the text to find specific details. I can apply my knowledge of word derivations and word formation to aid my reading. I can switch strategies effectively between skimming, scanning and intensive reading. I can recognise the key words in a question by underlining or highlighting them. I can make reference to the text. I can understand some of the meanings in a text. I can show a developed understanding of the main meanings in a text.</p> <p><u>Language and analysis:</u> I can recognise the main verb in a sentence. I can recognise the tense of the main verb in a sentence. I can recognise the adjectives used in a sentence. I can recognise the concrete nouns used in a sentence. I can recognise the adverbs used in a sentence. I can recognise the abstract nouns used in a sentence. I can recognise the closed word classes used in a sentence. I can identify the figurative language used in a text. I can select interesting uses of language in a text. I can select interesting uses of language in a text that relates to the focus of the reading.</p> <p><u>Analysis of structure and form:</u> I can recognise simple sentences in a paragraph. I can identify presentational features used in a text e.g. bullet points, heading. I can link the presentational features used in different texts. I can identify structural features used in a text e.g. juxtaposition, contrast, sequencing.</p>



		<p>I can recognise compound sentences in a paragraph. I can recognise minor sentences in a paragraph.</p> <p>Comparison: I can link the thoughts and feelings expressed in different texts. I can link the language and methods used in different texts. I can link the meanings presented in different texts. I can recognise that different readers have different interpretations of texts, and aspects of texts. I can link interesting uses of language in different texts.</p>
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure									
1	Can I identify the target audience /purpose of the text?	<p>All - pupils should be able to identify the purpose of text /target audience.</p> <p>Most - pupils will be able to explain the purpose.</p> <p>Some - pupils will be able to give an explanation to support their evidence.</p>	<ul style="list-style-type: none"> Which fast food would you chose as the healthiest? Students discuss on their table and feedback to the class. 	<ul style="list-style-type: none"> Look at the opening of text. <ul style="list-style-type: none"> ➤ What is the purpose of the text? ➤ Who are the target audience? Model example in grid. 	<ul style="list-style-type: none"> Working in groups <ul style="list-style-type: none"> ➤ Fill in grid- finding evidence of audience and purpose of text. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Purpose</th> <th>Audience</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Purpose	Audience	Evidence							Find examples of healthy fast food , and bring in to share information about it the following lesson.	Do you think this is a law the U.K need to implement? Yes/ no and why?
Purpose	Audience	Evidence														



2	What are language devices?	<p>All- pupils will be able to identify two language devices.</p> <p>Most- pupils will be able give explain the effect of the devices.</p> <p>Some- pupils will able to analyse the effect of the devices.</p>	<p>What do you think a language device is?</p> <ul style="list-style-type: none"> ➤ In groups using A3 sheet student brain storm ideas. 	<p>Using example text which shows a range of devices - discuss with class the different devices</p> <ul style="list-style-type: none"> ➤ e.g.: <ul style="list-style-type: none"> • rule of three • similes • rhetorical question etc. 	<p>Using the grid students match the device with example? (<i>Teacher will need to design a resource with language devices and examples</i>).</p> <table border="1" data-bbox="1768 583 2205 699"> <thead> <tr> <th>Language Device</th> <th>Definition</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Language Device	Definition	Example				<p>Quiz- Takes a language device out from a hat and a name and asks students either to give an explanation or an example.</p>
Language Device	Definition	Example										
3	Can I identify language devices?	<p>All- pupils will be able to identify some language device.</p> <p>Most- pupils will be able give explain the effect of the devices.</p> <p>Some- pupils will able to analyse the effect of the devices.</p>	<p>Give student an image based on the article and asked them to use a device to describe the image.</p>	<p>Demonstrate an example of guided practice. ➡</p> <ul style="list-style-type: none"> ➤ Project source on board ... find an example of a language device. 	<p>Look through source and find language devices?</p> <ul style="list-style-type: none"> ➤ Students go through source and highlight different language devices. 	<p>Take one example and discuss the effect of it on the audience. (Pupil demonstration).</p>						
4	Can I write about their language devices and their effect?	<p>All- share and discuss the effect of devices.</p> <p>Most- complete the activity of sharing and discussing the effect of devices.</p> <p>Some- create a PEE paragraph.</p>	<p>Display an image and description - ask pupils what the effect of this is on them as the audience and discuss.</p> <ul style="list-style-type: none"> ➤ Brain storm ideas on board. 	<p>Take a device from one group and as a class discuss the effect of the device.</p>	<p>Taking the examples from the previous text student Write a paragraph and analysing the effect of the language devices and peer asses.</p>	<p>Demonstrate how to create a P.E.E paragraph.</p>						



5	How can I comment on the writer's choice of language.	All- Create a PEE paragraph Some: Create a PEE paragraph and analyse. Most- Create a PEE paragraph and analyse in detail.	Assessment lesson: An example question: <ul style="list-style-type: none"> How does the writer use language to try and influence the reader? <i>(The question can be edited to suit your class).</i>	Give students an assessment question to analyse language in a short text and write a PEE paragraph. <i>(students should only write about 1 or 2 devices).</i>	Peer assess the paragraph: Use peer assessment format sheets <ul style="list-style-type: none"> Ensure pupils give comments the assessment sheet. Get a few pairs to share their feedback. 		Feedback from the class What they learnt from the language based lessons.  Overall: WWW & EBI
6	What are presentation devices?	All- should be able to identify presentational devices. Most- work independently to identify and highlight devices. Some- make reference to the importance and effect of the device.	<ul style="list-style-type: none"> What does the word presentation mean? Do you know of any presentational devices? 	Display a source and with the class go through the text identifying various devices.	Give pupils a source - ask them to identify different presentational devices.	Give students a leaflet or poster and ask them to annotate presentational devices used on the text.	Select a student to share ideas- <ul style="list-style-type: none"> Student should make reference to importance of their device.
7	How does the writer use image and presentation?	All-engage in discussion: importance of presentational devices. Most- Justify their response by referring to the way the image has been presented. Some- make reference to the importance and effect of the device.	Do you think colour is important in a text? Yes/ No why? (put up an image on P.P) Feedback- Discuss.	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 the source pack. 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.		Ask students to feed back their ideas.



8	How do you write about writers' use of images and presentation?	<p>All- Identify different presentational devices.</p> <p>Most-link ideas and the perspective of the writer.</p> <p>Some- students to link it to the ideas and perspectives of the writer and/or the audience and purpose.</p>	<p>Have example of different devices on the board- students identify the device and its purpose.</p> <p>➤ Example:</p> <ul style="list-style-type: none"> • Image • Font • Slogan and etc. 	<p>Ask students why a certain presentational device has been used.</p> <p>Begin sentences with the name of device and then use because, suggests or implies.</p> <p><i>"The bold font on the title has been used because..."</i></p>	<p>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.</p> <p>Students choose 2 examples and write a paragraph.</p>	Students share their views and ideas.
9	How the writer has structured the text to interest you As a reader.	<p>All-students comment structure of text.</p> <p>Most-students write a paragraph on the structure of the text.</p> <p>Some- Student write two paragraphs on how the writer structures the text to interest the reader and peer asses.</p>	<p>What do we mean by the term structure?</p> <p>Students discuss and feedback.</p>	<p>Source: look at the structure of text as a class</p> <p>Areas of discuss:</p> <ul style="list-style-type: none"> • What the writer focuses your attention on at the beginning. • How and why the writer changes this focus as the extract develops. • Other structural features. 	Students write two paragraphs on how the writer structures the text to interest the reader.	Students peer asses. (Use peer assessment sheet).



1 0	How do you compare texts?	<p>All - Compare Sim/Dif between images.</p> <p>Most- Ability to explore similarities and differences between texts.</p> <p>Some- use connectives to compare points.</p>	<p>When you are comparing two things what are you doing?</p> <p>Discuss and feedback ideas on the board.</p>	<p>Display two images on P.P. ask students to compare the similarities and difference between the images.</p>	<p>Encourage students to explore two texts, completing the table with specific examples of the use of image, presentation and language.</p> <table border="1" data-bbox="1703 512 2190 659"> <thead> <tr> <th></th> <th>Source 1</th> <th>Source 2</th> </tr> </thead> <tbody> <tr> <td>Image</td> <td></td> <td></td> </tr> <tr> <td>Presentation</td> <td></td> <td></td> </tr> <tr> <td>Language</td> <td></td> <td></td> </tr> </tbody> </table> <p>➤ Get students to share their ideas and fill in the table on the board filling all the boxes with different examples?</p>		Source 1	Source 2	Image			Presentation			Language			<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...</p> <p>Ask students to look at the row from their table and orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board.</p>
	Source 1	Source 2																
Image																		
Presentation																		
Language																		
1 1	How do you compare texts?	<p>All - Compare Sim/Dif between images.</p> <p>Most- Ability to explore similarities and differences between texts.</p> <p>Some- use connectives to compare points.</p>		<p>Using the examples from previous lesson, Model how the discourse markers/ connectives can be used to help write up a paragraph. Focus on how to deal with both texts at the same time.</p> <p>➤ Demonstrate an example.</p>	<p>Using information from table, students construct a paragraph for each device using connectives.</p> <p>➤ Point out that each row can become a paragraph.</p>	<p>In pairs pupils share their work and discuss to see if alternative connectives can be used.</p>												



<p>1 2</p>	<p>How do you compare characters feelings?</p>	<p>All-can identify the difference in the characters.</p> <p>Most- analyse difference between characters.</p> <p>Some- can explain the difference in characters personality and characteristics.</p>	<p>Choose two pupils to come the front of the class.</p> <ul style="list-style-type: none"> ➤ Ask students to write words of phrases to describe the two students.(give the students a time limit for the task). <p>As a class share ideas and analyse and identify the difference between the two students.</p> <p>E.g.</p> <table border="1" data-bbox="991 863 1317 1077"> <thead> <tr> <th>Student 1</th> <th>Student 2</th> </tr> </thead> <tbody> <tr> <td>Shy</td> <td>loud</td> </tr> <tr> <td>Artistic</td> <td>sparty</td> </tr> <tr> <td>Tall</td> <td>short</td> </tr> <tr> <td>Brave</td> <td>hesitant</td> </tr> </tbody> </table>	Student 1	Student 2	Shy	loud	Artistic	sparty	Tall	short	Brave	hesitant	<p>Present the students with a description of two characters (this can be in any form a story or any text- as long as the text gives the students the ability to compare two characters feelings).</p> <ul style="list-style-type: none"> ➤ Ask pupils to read and highlight what they learn about the character feeling. <p>How is character A feeling? How is character B feeling?</p>	<p>Set question: Can you compare the characters feelings?</p> <ul style="list-style-type: none"> • Challenge. (Display a list of comparative connectives on the board and set students a goal on how many you would like them to use in their written text). ➤ Feel free to use some of the examples below: • <i>equally</i> • <i>in the same way</i> • <i>similarly</i> • <i>likewise</i> • <i>as with</i> • <i>like</i> • <i>whereas</i> • <i>instead of</i> • <i>alternatively</i> • <i>otherwise</i> • <i>unlike</i> • <i>on the other hand</i> 	<p>Students choose two charcters of their choice and compare them.</p> <p>Eg; Features Personality etc.</p>	<p>Present students with a thesaurus and instruct them to change their use of vocab in their comparative text.</p> <ul style="list-style-type: none"> ➤ Ask pupils to underline changed vocab or use a green pen.
Student 1	Student 2																
Shy	loud																
Artistic	sparty																
Tall	short																
Brave	hesitant																



1 3	Can I analyse the difference between two characters feelings.	All-can identify the difference in the characters. Most- analyse difference between characters. Some- can explain the difference in characters personality and characteristics.	Give students an example text that you can demonstrate how to mark. Look for key ideas that the writer has demonstrated and highlight skills they have used. <ul style="list-style-type: none">➤ Do activity as a class	Explain to students what they are analysing in the text.	Students peer asses in pairs ➤ Peer assessment sheets required.	Do you agree with your partner's summary on the characters feelings?
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<p>1 4</p>	<p>Can I analyse a text for writer's facts and opinions.</p>	<p>All- can I identify the difference facts and opinions in a text.</p> <p>Some- can I explain the facts and opinions stated in the text.</p> <p>Most- can I analyse the facts and opinions in a text.</p>	<p>What are a fact and an opinion? Ask students to define the terms</p> <ul style="list-style-type: none"> ➤ Discuss and feedback. 	<p>Present students with a newspaper article and read it.</p> <ul style="list-style-type: none"> • Set a few different newspaper articles as this will encourage the student to work in pairs and help each other. 	<ul style="list-style-type: none"> • Ask students to read it again and highlight any facts that you find in yellow. • Read the article again looking for opinions and underline them in green. • Read the article again and circle in pencil any statements where you are unsure whether they're fact or opinion. <p>Get the pupils to pair up and ask them to read each other's articles and see if they agree with their pairs findings.</p>	<p>Ask pupils to discuss Circle statements with their partner. Now ask them:</p> <ul style="list-style-type: none"> ➤ How sure are you that you understand the difference between a fact and an opinion? ➤ Colour in a small circle in the margin of your book. ➤ green for I'm sure. ➤ orange for I'm unsure. ➤ Red for I just don't get it.
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<p>1 5</p>	<p>Can I analyse a text and form an opinion.</p>	<p>All-can I identify the difference facts in a text.</p> <p>Some- can I explain the facts stated in the text.</p> <p>Most- can I analyse the facts in a text.</p>	<p>Give pupils cards with facts and opinions In their pairs ask them to separate them into two different piles.</p>	<p>Demonstrate how to support an opinion with evidence.</p> <p style="text-align: right;">➡</p>	<p>Students learn to develop an opinion and support it through evidence from a text. The students will read an assigned source.</p> <p>The students develop an opinion about a Character from the text. The opinion is written down in the left-hand column. The students write supporting evidence in the right-hand column. The evidence must be derived from the text.</p> <table border="1" data-bbox="1703 793 2237 867"> <thead> <tr> <th data-bbox="1703 793 1970 831">Opinion</th> <th data-bbox="1970 793 2237 831">Proof/evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="1703 831 1970 867"> </td> <td data-bbox="1970 831 2237 867"> </td> </tr> </tbody> </table>	Opinion	Proof/evidence				<p>Ask pupils to state a fact and an opinion about today's lesson.</p>
Opinion	Proof/evidence										
<p>1 6</p>	<p>Can I analyse a text and form an opinion.</p>	<p>All- pupils should be able to form an opinion.</p> <p>Some- give reason for their opinion.</p> <p>Most-construct an argument stating their opinion.</p>	<p>Give the students various statements and ask them if they agree or disagree with the statements. The statements can be designed around the source you choose for your class.</p>	<p>Demonstrate to pupils how facts can support their opinion.</p> <p>Encourage students to use this in their writing. ➡</p>	<p>Students construct a piece of writing Answering the following question.</p> <p>To what extent do you agree / disagree.....?</p> <p>(Alter question to the source you chose for your class).</p>	<p>Ask the students to choose a current topic in the news and share their opinion on Whether they agree or disagree.</p>	<p>Overall feedback from class. Ask them if they agreed or disagreed to the statements and why?</p>				



<p>1 7</p>	<p>Can I identify opinions and asses my own work.</p>	<p>All-can identify the difference between an opinion and fact. Most- analyse my work. Some- set myself targets.</p>	<p>Play the students a clip from either a news clip or any other choice of clip and ask student to write down facts and opinions as they watch the video.</p> <table border="1" data-bbox="1035 774 1380 848"> <tr> <td data-bbox="1035 774 1210 814">Facts</td> <td data-bbox="1210 774 1380 814">Opinions</td> </tr> <tr> <td data-bbox="1035 814 1210 848"> </td> <td data-bbox="1210 814 1380 848"> </td> </tr> </table>	Facts	Opinions			<p>Set students targets from the assesment objectives, Display on board.</p>	<p>Students self asses their work Using objectives as criteria to mark their work against. Set themselves targets.</p>	<p>Are you confident in creating an opinion and writing about it? Can you identify facts?</p>
Facts	Opinions									
<p>1 8</p>	<p>Can I identify and interpret an image.</p>	<p>All- describe an image using words and short phrases. Most- write a description to match the image. Some- write a description to match the image within the word limit.</p>	<p>Describe your day so far using words or phrases.</p>	<p>Have an image on board ask the children to imagine they are in the image, and write down how they feel. You may use the image below of choose one of your own.</p> 	<p>Assign each table a word count. Task: students have to write a description of an image that you provide them with using the word count.</p>	<p>Share their accounts with the class.</p>				



<p>1 9</p>	<p>Can I identify and interpret and image and write a description.</p>	<p>All- brain storm ideas for language devices.</p> <p>Most- Write a description to match their image.</p> <p>Some- write a detailed description using a range of language devices.</p>	<p>Think about the image the description builds in your mind.</p> <p>Read out a description or play an audio and ask the students to listen and then draw an image of the description.</p>	<p>Brain storm ideas of what the ingredients are for descriptive writing.</p> <div data-bbox="1457 359 1700 562" data-label="Diagram"> </div>	<p>Provide the students with an image and ask them to write a description.</p> <p>Step 1: Looking at your picture, jot down some simple words to describe what you see, hear or smell if you were in the scene.</p> <p>Step 2: Now, using a thesaurus, your vocabulary books and your imagination, add adjectives, adverbs or powerful verbs to describe each word.</p> <p>Step 3: Use your notes to create a piece of descriptive writing in your books. Remember to use full sentences, including correct punctuation, and try to use a mixture of simple and complex sentences.</p> <p>Below are some images you might like to use.</p> <div data-bbox="1783 921 2036 1115" data-label="Image"> </div> <div data-bbox="1783 1176 2074 1341" data-label="Image"> </div> <div data-bbox="1783 1369 2119 1556" data-label="Image"> </div> <div data-bbox="1783 1614 2154 1824" data-label="Image"> </div>	<p>Title: Media and Non-Fiction Grades D,E,F</p> <p>Give the student either connective or other forms of words to add to their work.</p>
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2 0	Can I write a summary.	All- understand the skills of summarising. Most- write a summary. Some- write a summary and share ideas.	<ul style="list-style-type: none"> • What does the term summarise mean? • Where might you find a summary? • Why do we summarise? 	Show pupils examples of summarised text and discuss the features and skill of summarising.	Working in pairs asks students to summarise each other's descriptions from the previous lesson.	Ask the students to count each other's words and see who managed to summarise in the least amount of words.
2 1	Can I write a summary.	All- Break text down. Most-write a summary to a word count. Some-differentiate the difference between a summary and paragraph.	Give students slips with either paragraph or a sentence and ask them to summarise in the following: <ul style="list-style-type: none"> • Paragraph- sentence • Sentence/phrase-word. 	Display the source, as a class discuss and highlight key features of the text and important information.	According to different abilities ask pupils to summarize the text from the source to a set word count. Example: <ul style="list-style-type: none"> • Higher ability:100 words • Middle ability:200 words • Lower ability: 500 words <p>Once students have completed this set studnets a challenge .</p>	Have some full text and summary and ask pupils to match the text to summary. Example of sheet layout:(<i>A mixture of summary and full text and instruct pupils to match the pairs</i>). 