Welcome to Inspire English International!

We hope that your students will find this book useful (and inspiring!) as they develop their skills and knowledge in written English. We believe this course will help all lower secondary students looking to make good progress in English.

The books have been written using a mix of real-world texts and purpose-written passages, designed to inspire discussion and help to maintain a focus on key curriculum objectives.

The programme explicitly supports learners following Pearson Edexcel’s international curriculum (iLowerSecondary) and learners following the English National Curriculum. It provides specific preparation for International GCSE teaching in English Language and Literature, as well as for English Curriculum GCSEs in the same subjects.

Students may choose to sit the Year 9 examination in iLowerSecondary English, and details can be found on the Pearson Edexcel qualifications website. This provides an international benchmark for achievement and progress.

How Inspire English International supports learning

The course has four key principles:
- Explicitly curriculum driven
- Rigorous, challenging and supportive
- Structured preparation for later assessment (at GCSE or International GCSE)
- Focused, in-depth delivery of skills

Each unit is based around a theme and has an overarching outcome (either reading or writing) with a range of linked skills building recursive familiarity and development.

Each lesson of the course is clearly linked to curriculum objectives. Inspire English International follows Pearson’s iLowerSecondary English curriculum, which meets all the requirements of the English National Curriculum (2013) but provides greater granularity and progression.

The course ensures students are not only given a structure to their learning, but also the chance to apply this learning to different contexts, preparing them fully to meet different challenges. Inspire English International supports the development of students ‘learning to learn’ through the growth of a range of 21st-century skills, such as critical thinking, creativity, collaboration and communication.

The use of the iLowerSecondary curriculum, and the design of the course, ensure that students are explicitly prepared to begin their next phase of education, whether they are taking Pearson Edexcel GCSEs or International GCSEs.

The use of a key focus throughout each unit, supported by secondary areas of focus, makes sure students can achieve mastery of key concepts and understand key ideas. This means that the foundations for future learning and success are secure.
Course Components

There are three core components to the course:

- Student Book
- Teacher Guide
- Workbook.

Student Book

- The Student Book provides a clear structure. Each unit is based around a theme and uses a range of engaging texts to help students focus on the mastery of key skills. These skills are set out at the start of each unit, along with a clear explanation of what students will be able to do by the end of that unit.
- Within each unit, the theme is broken down into sections designed to help students master those key skills in a clear learning progression.
- Activities and Boosts (covering skills, grammar, spelling and punctuation) all build towards students' learning.
- Two assessment sections per unit provide students with the tools and structure to enhance their assessment skills.
- A glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Teacher Guide

- This Teacher Guide provides lesson-by-lesson planning, closely linked to the Student Book and Workbook.
- At the start of the book there is a comprehensive document mapping the iLowerSecondary curriculum to the English National Curriculum, which means you can be confident of all of the areas of curriculum coverage.
- A scheme of work outlines the coverage of each unit, including key skills, student outcomes, and the curriculum objectives covered in each section of the unit.
- The glossary from the Student Book is included at the end of the Teacher Guide for reference.

Workbook

- The Workbook gives students the chance to practise and embed the key skills introduced in the Student Book and through teaching.
- The Workbook helps deepen and broaden students' understanding of their learning, with clear links to the corresponding learning in the Student Book.
- Set extension activities within each section provide further practice of the key skills covered.
- Two Assessment sections per unit provide students with further opportunities to practise their assessment skills.

Pedagogy

Pedagogical structure and approach

Each unit of work in Inspire English International focuses students on the specific curriculum areas of either reading or writing. In the reading-focused units, in addition to responding to a range of extracts, students are frequently asked to write their own texts to deepen their understanding of the choices that writers make and the impact these can have on a reader. Similarly, in the writing-focused units, as well as crafting their own texts, students explore a range of extracts in depth in order to emulate the skills exemplified and so develop their own.

Each unit is also sharply focused on a specific text purpose: for example, Reading Information, Writing Description, Reading Narrative. The units are designed to support students in exploring and building the skills essential in either responding to, or achieving, that particular text purpose. Units are unified with an overarching theme, linking the reading extracts and writing tasks, and providing an accessible and familiar topic for students to work with, allowing them to concentrate their efforts more closely on developing skills than on familiarising themselves with, or generating, content.

Over the course of the three years’ learning that Inspire English International is intended to support, each skill is visited and revisited as appropriate, each visit building on the last. This recursive, skills-focused approach has been designed to foster and build a cumulative competence and confidence in the application of these essential skills throughout the broader English curriculum and, indeed, the whole school curriculum.

Pedagogical content

The text extract in each section of each unit has been written or selected to exemplify the skills on which that section focuses. Similarly, each activity in each section explicitly focuses on one specific aspect or skill found in, or prompted by, that text. An appropriate level of support is often provided in activities in order to facilitate and sharpen the skill focus: for example, sentence starts or sentence frames may be provided to support students in expressing their response to a text; relevant vocabulary may be provided to allow students to focus on crafting sentence structure, without being distracted by the need to select their own; likewise, appropriate information may be provided to support the skill of structuring an information text without students having to overcome the distraction of gathering that information beforehand.

The Skills Boosts that appear in each section have been designed to encourage students to explore and understand the mechanics of spelling, punctuation and grammar, rather than simply to provide rote practice. Embedded within the context of the broader skill focus, the intention is to make the Boosts both relevant and integral to the effective crafting of fluent and accurate responses, both in reading and writing.

At the end of each section, there is a supported, structured opportunity for students to demonstrate and further develop the skills they have built in the course of that section, and for teachers to evaluate their progress. The Teacher Guide frequently identifies opportunities for students to peer-assess their achievement in these final activities: an opportunity for readers to discuss and compare their personal response to a text, and for writers to discuss their work with readers.

At the end of each unit, an assessment provides a less supported, more formal opportunity for students to demonstrate their progress in reading and/or writing, and for teachers to assess that progress. Teachers can then make use of that assessment to identify opportunities, objectives and targets for the future learning and progression of individual students and the whole class.
**Scheme of work**

The main iLowerSecondary English curriculum objectives covered in each section are recorded here.

Any additional ‘boots’ in the lessons are covered here.

The teaching and learning progression is provided as an ‘at-a-glance’ overview for you here.

The mapping at the start of the book demonstrates how the iLowerSecondary objectives relate to the English National Curriculum objectives.

The main and secondary objectives covered by a lesson are found here.

Each individual lesson within a unit provides more detail to support your teaching.

The skills focus of a lesson can be found here.

Workbook and Student Book page references are clearly labelled.

Support and Deepen activities help support differentiation and ensure content can be accessed at multiple levels.

This section summarises the extension, embedding and challenge opportunities in the Workbook that link to this lesson.

The glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.
reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

choosing and reading books independently for challenge, interest and enjoyment.

re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

making inferences and referring to evidence in the text

knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.

checking their understanding to make sure that what they have read makes sense.

knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

recognising a range of poetic conventions and understanding how these have been used

studying setting, plot, and characterisation, and the effects of these

making comparisons across texts

studying a range of authors, including at least two authors in depth each year
<table>
<thead>
<tr>
<th>WRITING</th>
<th>English National curriculum objective</th>
<th>This matches the iLower Secondary curriculum objective...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</td>
<td>W8.2B: Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding. W8.3C: Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence. W8.3D: Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety. W8.3E: Make deliberate choices of sentence length to achieve clarity. W8.3G: Select vocabulary in text and spoken language with growing precision.</td>
</tr>
<tr>
<td></td>
<td>plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</td>
<td>W8.1A: Gather and structure a range of relevant ideas before writing. W8.2A: Use the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations), with confidence and understanding. W8.2B: Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding. W8.2C: Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</td>
</tr>
<tr>
<td></td>
<td>plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</td>
<td>W8.1B: Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading. W8.1C: Review and revise vocabulary choice after writing.</td>
</tr>
<tr>
<td></td>
<td>plan, draft, edit and proof-read through: paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</td>
<td>W8.1B: Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading. W8.3C: Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence. W8.3D: Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety. W8.3E: Make deliberate choices of sentence length to achieve clarity. W8.3G: Select vocabulary in text and spoken language with growing precision. W8.3H: Spell homophones, words with single/double letters and ‘silent’ letters with some accuracy.</td>
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</table>

<table>
<thead>
<tr>
<th>GRAMMAR AND VOCABULARY</th>
<th>English National curriculum objective</th>
<th>This matches the iLower Secondary curriculum objective...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts</td>
<td>W8.3B: Divide text into paragraphs with accuracy and consistency. W8.3C: Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence. W8.3D: Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety. W8.3E: Make deliberate choices of sentence length to achieve clarity. W8.3F: Use determiners to achieve cohesion and clarity. W8.3G: Select vocabulary in text and spoken language with growing precision. W8.3I: Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency. W8.3J: Use grammatical terminology for parts of speech with some accuracy.</td>
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<tr>
<td></td>
<td>studying the effectiveness and impact of the grammatical features of the texts they read</td>
<td>R8.4A: Explore the impact of some of a writer’s or speaker’s choices of grammatical features and sentence structure.</td>
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<td></td>
<td>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</td>
<td>W8.3A: Write in Standard English and a largely appropriate register.</td>
</tr>
<tr>
<td></td>
<td>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</td>
<td>W8.3A: Write in Standard English and a largely appropriate register.</td>
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<td></td>
<td>using Standard English confidently in their own writing and speaking</td>
<td>W8.3B: Divide text into paragraphs with accuracy and consistency. W8.3C: Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence. W8.3D: Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety. W8.3E: Make deliberate choices of sentence length to achieve clarity. W8.3F: Use determiners to achieve cohesion and clarity. W8.3G: Select vocabulary in text and spoken language with growing precision. W8.3I: Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency. W8.3J: Use grammatical terminology for parts of speech with some accuracy.</td>
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</tbody>
</table>
### Scheme of work

<table>
<thead>
<tr>
<th>Year: 8</th>
<th>Unit: 2</th>
<th>Theme:</th>
<th>Safe and Sound</th>
<th>Outcome: Critical writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key skills:</strong> Reading: Responding to texts (R8.2); Reading: Text structure (R8.3); Reading: Language use (R8.4)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesser skills:</strong> Reading: Reading for meaning (R8.1); Writing: Language use (W8.3)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Minor skills:</strong> Writing: Writing processes (W8.1)</td>
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</tbody>
</table>

**By the end of the unit, students will be able to analyze and respond to a persuasive text, exploring the writer’s choices and their impact on the reader.**

**This unit focuses on critical analysis of the language and structure of persuasive texts, supported with relevant, focused evidence. Students will practice reading persuasive texts, identifying the writer's intentions and analyzing the writer's choices. Students will review punctuation, paragraph structure and sentence structure, and develop critical writing skills.**

### Section summary

1. **Students read an extract from a webpage and answer comprehension questions. They practise the skills of identifying, comparing ideas, using imperative verbs, vocabulary choices, using parts of speech and writing persuasively.**
   - **Curriculum reference:** R8.1B, R8.1D, R8.4B, W8.1A, W8.3G
   - **Boosts:** W8.2C Impersonal pronouns; W8.3F Parts of speech

2. **Students read an extract from an article and answer comprehension questions. They practice the skills of identifying, linking and comparing ideas, using imperative verbs, vocabulary choices, using parts of speech and writing persuasively.**
   - **Curriculum reference:** R8.1B, R8.1E, R8.4B, W8.1A, W8.3G
   - **Boosts:** R8.4B Connotations

3. **Students read an extract from a webpage. They practise the skills of identifying the message, the intention and the audience, punctuating and choosing quotations, exploring vocabulary choices and commenting on the writer’s choices.**
   - **Curriculum reference:** R8.1B, R8.2A, R8.2B, R8.2C, R8.4B
   - **Boosts:** W8.3I Punctuating quotations

4. **Students read an extract from a webpage. They practise the skills of identifying intentions, choosing the best evidence, structuring a paragraph of critical response, exploring emotive and dramatic vocabulary choices, and writing a response to a text.**
   - **Curriculum reference:** R8.1B, R8.2A, R8.2B, R8.2C, R8.4B
   - **Boosts:** W8.3B Structuring a paragraph of critical response

5. **Students complete an assessment by reading a leaflet, then answering comprehension questions and writing a critical response to the leaflet.**
   - **Curriculum reference:** R8.1B/D, R8.2A/B/C, R8.4B
   - **Boosts:**

6. **Students read an extract from a text and answer comprehension questions. They practice the skills of identifying, linking and comparing ideas, using imperative verbs, vocabulary choices, using parts of speech and writing persuasively.**
   - **Curriculum reference:** R8.2A, R8.3A, R8.3B, R8.3C/E, R8.4A, R8.4B, W8.3C/E, W8.3G
   - **Boosts:** W8.3F Demonstrative pronouns

7. **Students read an extract from a webpage and answer comprehension questions. They practice the skills of selecting evidence, spending time on the text and planning a text.**
   - **Curriculum reference:** R8.1B, R8.2A, R8.2B, R8.3A, R8.3B, R8.3C, R8.3D, R8.4A, R8.4B, W8.3C/E, W8.3G
   - **Boosts:** W8.3F Determiners

8. **Students read an extract from a webpage. They practise the skills of identifying persuasive ideas, considering vocabulary effects, sentence types, readers' reactions to a text and developing a response.**
   - **Curriculum reference:** R8.1B, R8.2A, R8.2B, R8.4A, R8.4B, W8.3C/E, W8.3G
   - **Boosts:** W8.3I Commas in lists

9. **Students read an extract from a webpage and answer comprehension questions. They practice the skills of selecting evidence, considering vocabulary effects, sentence types, readers' reactions to a text and developing a response.**
   - **Curriculum reference:** R8.1B, R8.2A, R8.2B, R8.4A, R8.4B, W8.3C/E, W8.3G
   - **Boosts:** W8.3J Word classes

10. **Students read an extract from a novel and answer comprehension questions. They practice the skills of identifying, linking and comparing ideas, using imperative verbs, vocabulary choices, using parts of speech and writing persuasively.**
    - **Curriculum reference:** R8.1B, R8.1D, R8.4B, W8.1A, W8.3G
    - **Boosts:** W8.2C Impersonal pronouns

11. **Students complete an assessment by reading a newspaper article, then answering comprehension questions and writing a critical response to the article.**
    - **Curriculum reference:** R8.1B, R8.2A/B/C, R8.3A, R8.4A/B
By the end of the unit, students will be able to construct an effectively structured article, expressing a clear and compelling point of view.

During the course of the unit, students will explore a range of fiction and non-fiction argument and advice texts, drawing on the writers’ structural and language choices to develop their own ideas and writing choices.

This unit focuses on structuring an effective argument and selecting language for effect in an article exploring ways in which the world could be made a better place.

Students will practise planning, structuring and writing to express their point of view.

Students will revise sentence structure and verb agreement, and develop spelling and proofreading skills.

<table>
<thead>
<tr>
<th>Section</th>
<th>Section summary</th>
<th>Curriculum reference</th>
<th>Boosts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students read an extract from the first chapter of a novel and answer comprehension questions. They practise the skills of summarising and inferring ideas, responding to the writer’s ideas, using subjects and verbs in standard English, and planning and writing a story opening.</td>
<td>RB.1B, RB.1C, RB.2A, RB.2B, RB.3A, W8.1A W8.3A Subjects and verbs in Standard English</td>
<td>–</td>
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<tr>
<td>2</td>
<td>Students read a newspaper article. They practise the skills of identifying features and key ideas, exploring structure and planning an argument.</td>
<td>RB.1B, RB.1C, RB.1E, RB.2A, RB.3A, W8.1A R8.1B Identifying features</td>
<td>–</td>
</tr>
<tr>
<td>3</td>
<td>Students read a webpage and answer comprehension questions. They practise the skills of identifying features, responding to the writer’s ideas, using subjects and verbs in standard English, and planning and writing a story opening.</td>
<td>RB.1B, RB.1E, RB.4B, W8.3G W8.3H ‘Silent’ consonants</td>
<td>–</td>
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<tr>
<td>4</td>
<td>Students read a webpage and answer comprehension questions. They practise the skills of selecting adjectives and adverbs, using ‘silent’ vowels, building noun phrases and adding impact to an argument.</td>
<td>RB.1B, RB.1E, RB.2A, RB.4B, W8.3G W8.3H Unspoken or ‘silent’ vowels</td>
<td>–</td>
</tr>
<tr>
<td>5</td>
<td>Students complete an assessment by reading a webpage, then answering comprehension questions and writing an argument.</td>
<td>RB.1B/E, RB.2A, RB.4B, W8.1A, W8.2B, W8.3G</td>
<td>–</td>
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<tr>
<td>6</td>
<td>Students read a newspaper article. They practise the skills of identifying evidence, identifying and sequencing points, examples and comments, linking points with adverbials and building a paragraph.</td>
<td>RB.3A, W8.3B W8.2D Linking points with adverbials</td>
<td>–</td>
</tr>
<tr>
<td>7</td>
<td>Students read an article. They practise the skills of identifying ideas and intentions, exploring and writing sentences, and using dashes and semi-colons.</td>
<td>RB.2A, RB.4A, W8.1A, W8.3C/D/E W8.3I Dashes and semi-colons</td>
<td>–</td>
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<tr>
<td>8</td>
<td>Students read an introduction to a book and answer comprehension questions. They practise the skills of exploring and using rhetorical devices, using apostrophes and adding impact to their ideas.</td>
<td>RB.1B, RB.2A, RB.4B, W8.1A, W8.3G W8.3I Using apostrophes</td>
<td>–</td>
</tr>
<tr>
<td>9</td>
<td>Students read extracts from two texts and answer comprehension questions on them. They practise the skills of exploring an introduction, engaging readers, exploring conclusions, writing in a formal register, and writing introductions and conclusions.</td>
<td>RB.2A, RB.2B, RB.3A, W8.1A, W8.2C, W8.3C/E/G/W/WB.2/WB.3A Writing in a formal register</td>
<td>–</td>
</tr>
<tr>
<td>10</td>
<td>Students practise the skills of checking for key features, reviewing vocabulary and sentence structure, and looking for errors.</td>
<td>RB.3A, RB.1B, W8.1C, W8.2C W8.3H/WB.3I Looking for careless errors</td>
<td>–</td>
</tr>
<tr>
<td>11</td>
<td>Students complete an assessment by planning, writing, and reviewing and revising an article.</td>
<td>W8.1A, W8.1C, W8.2C, W8.3A/B/C/E/G/W/WB.3A/WB.3B/CE/G/H/I</td>
<td>–</td>
</tr>
</tbody>
</table>
Students read an extract and answer comprehension questions. They practise the skills of pulling ideas together, identifying key points for a summary, responding to ideas and writing about a moment or two.

Students read a newspaper article. They practise the skills of gathering impressions and inferring ideas, tracking their response, using first, second and third person, creating a response and structuring their writing.

Students read an extract and answer comprehension questions. They practise the skills of exploring narrative structures, exploring writer's intention, using chronological and non-chronological structures, and planning an article.

Students read a newspaper article and answer comprehension questions. They practise the skills of responding to vocabulary choice, using a thesaurus, exploring vocabulary choices, and writing text that explains and describes.

Students complete an assessment by reading a newspaper article, then answering comprehension questions and writing a descriptive text.

Students read an extract and answer comprehension questions. They practise the skills of responding to people and events, describing feelings, using direct and reported speech, and writing an account.

Students read an extract. They practise the skills of responding to the text, exploring structure and using, building and writing paragraphs.

Students read an article and answer comprehension questions. They practise the skills of structuring sentences for impact, restructuring sentences, structuring sentences for clarity and reviewing sentence structure.

Students read an extract from an article. They practise the skills of responding to ideas, exploring openings, guiding the reader with adverbials of time, and selecting and planning an opening.

Students read an extract and answer comprehension questions. They practise the skills of exploring endings, proofreading, and selecting and planning an ending.

Students complete an assessment by planning, writing, reviewing and revising an article.

Students will revise parts of speech, and develop spelling and critical writing skills.

Students read an extract from the opening of a play. They will revise parts of speech, and develop spelling and critical writing skills.

Students will revise parts of speech, and develop spelling and critical writing skills.
# Unit 1: Heroes and Villains

## Section 1 Telling stories

### Year 8 Unit 1: Heroes and Villains

<table>
<thead>
<tr>
<th>Main Curriculum Objectives</th>
<th>R8.1A</th>
<th>Read largely accurately and with understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R8.1B</td>
<td>Identify and retrieve a range of key information in a text or in spoken language.</td>
</tr>
<tr>
<td></td>
<td>R8.1C</td>
<td>Summarise a short text or speech effectively, selecting appropriate and relevant detail.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Curriculum Objectives</th>
<th>R8.4A</th>
<th>Explore the impact of some of a writer’s or speaker’s choices of grammatical features and sentence structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W8.2B</td>
<td>Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.</td>
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</tbody>
</table>

### Introduction (10 minutes)

- **Ask:** What suggests someone is a hero or a villain?
- **Give partners two or three minutes to discuss and note down their answers.**
- **Take feedback, compiling lists of key traits.**
- Ensure that you query any suggestions that traits such as scars or nationality indicate villains, and that students understand the importance of not judging real people by these.

### Support (Suggestions for teachers)

- **Suggest familiar examples of heroes and villains for students to consider.**

### Deepen (Challenges for teachers)

- **Ask students to write guidance for applicants for the roles of a hero and a villain.**

### First phase (15 minutes)

- **Read Extract A.**
- **Take students’ initial responses. Ask:** How many heroes and villains appear in this story opening? Are these typical heroes and villains? Why is that?
- **Ask students to complete Activity 1. Point out that they will need to refer to different parts of the extract.**
- **Take feedback to ensure understanding, and check the students have provided complete responses.**

### Support (Suggestions for teachers)

- **Model gathering information to complete Activity 1, question 1 before asking students to continue independently.**

### Deepen (Challenges for teachers)

- **Ask students to divide information about the two characters by importance, indicating which points are the most essential.**

### Second phase (20 minutes)

- **Ask students to recap their understanding of subjects and objects in sentences.**
- **Read through the introduction to the Grammar Boost activity and ensure understanding.**
- **Ask students to complete the Grammar Boost activity.**
- **Take feedback to check accuracy.**
- **Ask students to complete Activity 2.**

### Support (Suggestions for teachers)

- **In the Grammar Boost activity, complete question 1 as a whole class or in supported groups.**

### Deepen (Challenges for teachers)

- **In the Grammar Boost activity, ask students to explain which sentence in question 1 is clearer and/or more concise, and why this is.**

### Plenary (10 minutes)

- **Take feedback on Activity 2, focusing on breadth of responses and the relevance of supporting evidence.**
- **Ask:** Do you find this story opening engaging? How might it be improved?
- **Discuss alternative ways the extract could have been written, for example in first person or beginning with dramatic actions. Ask:** Would any of these have improved the story opening?

### Support (Suggestions for teachers)

- **Recognise and validate any relevant responses and suggestions about alternative ways of opening the story.**

### Deepen (Challenges for teachers)

- **Don’t provide prompts for alternative ways the extract could have been written, allowing students to suggest these themselves.**

### Set workbook activities (5 minutes)

- **Point students towards the activities on pp. 6–7 of the Workbook.**
- **Check understanding and answer any questions.**
- **These activities focus on identifying key points, the active and passive voices, and characters.**
### Section 1 Telling stories

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<tr>
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<td><strong>Skills focus: Writing: Narrative</strong></td>
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#### Main Curriculum Objectives
- R8.2A Explore a writer’s or speaker’s intention and viewpoint.
- R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.
- R8.2D Make developed comparisons between two texts.

#### Secondary Curriculum Objectives
- R8.2A Explore a writer’s or speaker’s intention and viewpoint.
- R8.4B Explore the impact of some of the writer’s or speaker’s significant vocabulary choices.

#### Introduction
- 10 minutes
- **Support**
  - Suggest the openings of familiar films or books, and ask students to rank them in order of effectiveness.
- **Deepen**
  - Ask volunteers to share opening sentences from creative writing they have completed in past lessons. Ask the class: Do you find this opening engaging? Why is that?

#### First phase
- 15 minutes
- **Support**
  - Complete Activity 3, question 2a as a whole class or in supported groups, referring closely to students’ responses to Activity 1.
  - Ask students to complete Activity 2. Encourage them to express their own supporting evidence and explanations as possible.
- **Deepen**
  - Ask: Could any key information be withheld until the very end of the story, for effect? If helpful, prompt students to consider the information about Heracles’ reward for completing the challenge.

#### Second phase
- 20 minutes
- **Support**
  - Take feedback after Activity 4, question 1 and after question 2, to check understanding and progress.
  - Challenge students to write a short but powerful description of Cerberus, considering which of his features they could highlight to achieve maximum impact.
- **Deepen**
  - Ask students to name as many fictional villains as they can.
  - Ask students to recap the characteristics of a villain, looking for awareness of villains’ opposition to heroes.
  - Note students’ suggestions for reference to be used in the writing task at the end of Lesson 4.

#### Plenary
- 10 minutes
- **Support**
  - Discuss Activity 2, question 1 as a whole class or in supported groups.
  - Ask students for their responses to the character of Mr Hartright.
- **Deepen**
  - Ask students to select and explain two possible responses, exploring which they can make more compelling.

#### Set workbook activities
- 5 minutes
- **Point students towards the activities on pp. 8–9 of the Workbook.
- **Support**
  - Recognise and validate any relevant responses.
  - Encourage debate, asking: How did the writer intend the reader to respond to this villain?

---

### Section 2 Building a character

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<tr>
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<td><strong>Student Book pp. 14–15 Workbook pp. 10–11</strong></td>
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</table>

#### Main Curriculum Objectives
- R8.1B Identify and retrieve a range of key information in a text or in spoken language.
- R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.
- R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.

#### Secondary Curriculum Objectives
- R8.2A Explore a writer’s or speaker’s intention and viewpoint.
- R8.4B Explore the impact of some of the writer’s or speaker’s significant vocabulary choices.

#### Introduction
- 10 minutes
- **Support**
  - Prompt students with locally familiar examples of villains. Ask: What do they have in common?
- **Deepen**
  - Ask students to consider the positive purposes of villains in fiction, and how necessary they are in stories.

#### First phase
- 15 minutes
- **Support**
  - Complete Activity 1, questions 1 and 2 as a whole class or in supported groups, to guide students’ inference skills.
  - Ask students to consider the positive purposes of villains in fiction, and how necessary they are in stories.
- **Deepen**
  - Ask students to consider (with reference to other texts): Do we always learn about character in these ways? Are actions and speech always more significant than appearance? Can you think of any situation in which appearance would be more powerful?

#### Second phase
- 20 minutes
- **Support**
  - Discuss Activity 2, question 1 as a whole class or in supported groups.
  - Ask students to consider the positive purposes of villains in fiction, and how necessary they are in stories.
- **Deepen**
  - Ask students to select and explain two possible responses, exploring which they can make more compelling.

#### Plenary
- 10 minutes
- **Support**
  - Discuss Activity 2, question 1 as a whole class or in supported groups.
  - Ask students to select and explain two possible responses, exploring which they can make more compelling.
- **Deepen**
  - Ask students to select a locally familiar example of a villain. Ask: What do they have in common?
  - Encourage debate, asking: How did the writer intend the reader to respond to this villain?

#### Set workbook activities
- 5 minutes
- **Point students towards the activities on pp. 10–11 of the Workbook.
- **Support**
  - Recognise and validate any relevant responses.
  - Encourage debate, asking: How did the writer intend the reader to respond to this villain?
### Section 2 Building a character

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<td><strong>Lesson 4</strong></td>
<td><strong>Skills focus: Writing: Narrative</strong></td>
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<td><strong>Main Curriculum Objectives</strong></td>
<td>R8.3A Explore the impact of some of the writer's key structural or organisational choices.</td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>W8.3G Select vocabulary in text and spoken language with growing precision.</td>
</tr>
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</table>

#### Introduction
- Display the following sentence. “Will you please be quiet?” said the teacher.
- Ask students to suggest near-synonyms for ‘said’.
- Take feedback, displaying examples for reference.
- Explain that phrases such as ‘… said the teacher’ or ‘… the student answered’ are referred to as ‘identifiers’: they identify the speaker.

#### First phase
- Briefly recap the content of the extract.
- Ask students to complete Activity 3.
- Take feedback to check accuracy.
- Ask students to consider the responses to Activities 1 and 2 in the previous lesson, as well as to Activity 3.
- Ask: Can you identify ‘ingredients’ that make a villain? Guide their answers to apply to generic villains rather than only Count Fosco.
- Ask students to complete the Skills Boost activity.
- Take feedback to check accuracy.

#### Second phase
- Remind students of the villainous characteristics they have discussed.
- Read through Activity 4 to check understanding.
- Ask students to complete Activity 4. Emphasise that they are writing notes, not a complete text.

#### Plenary
- Give students a minute or two to check that each element of characterisation they have noted contributes to their intention.
- Take feedback.
- Ask the class to identify the intention in each case, and how the writer has tried to achieve it.

### Section 3 Creating danger

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<td><strong>Skills focus: Writing: Narrative</strong></td>
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<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>R8.1B Identify and retrieve a range of key information in a text or in spoken language.</td>
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<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.</td>
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</table>

#### Introduction
- Ask students to describe favourite scenes of action, tension and danger in films or books.
- Ask students to suggest some of the typical scenarios used, for example the hero’s life being in danger, a meeting with a villain and a last-minute escape.
- Explain that students will be planning and writing a short action sequence at the end of the next lesson.

#### First phase
- Read the extract and check students’ understanding of the setting.
- Ask students to complete Activity 1, question 4.
- Take feedback to check and share understanding.
- Ask students to complete Activity 1, questions 1–3.
- Take feedback. Compare responses and encourage debate.

#### Second phase
- Read through Activity 2. Check students’ understanding of the second element listed: describing a likely consequence of the current events.
- Ask students to complete Activity 2. Explain that, in their response to question 1, they can use direct quotation or paraphrase the text.

#### Plenary
- Take feedback on Activity 2.
- Guide discussion to conclude that the writer is focusing on describing events rather than senses, creating a focus on action.

### Set workbook activities
- Prompt students towards the activities on pp. 12–13 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on revealing and planning a villain.

### Set workbook activities
- Point students towards the activities on pp. 14–15 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on tracking danger through a story.
Introduction 10 minutes
• Display jumbled pairs of near-synonymous verbs, with one verb in each pair more dramatic than the other. For example: 'break' and 'destroy', 'fall' and 'plummet', 'run' and 'race', and 'worry' and 'panic'.
• Give students two or three minutes to pair the verbs.
• Ask students to identify the more dramatic or emotive verb choice in each pair, and discuss the fact that their extremity makes these more dramatic.

First phase 15 minutes
• Read through the Skills Boost activity, checking understanding of the terms and definitions.
• Ask students to complete the Skills Boost activity.
• Take feedback, compiling lists of nouns, adjectives, verbs and adverbs to reinforce understanding.
• Ask students to complete Activity 3.
• Take feedback.
• Ask students to identify their more dramatic or emotive verb choice in each pair, and discuss the fact that their extremity makes these more dramatic.

Support
• Identify and discuss only one near-synonymous pair as a whole class or in supported groups.
• Encourage students to suggest their own examples of paired near-synonymous verbs, ensuring one is more dramatic than the other.

Deepen
• Ask students to suggest their own examples of paired near-synonymous verbs, ensuring one is more dramatic than the other.

Second phase 20 minutes
• Read through Activity 4, ensuring students' understanding of the scenario.
• Recap students' responses to Activity 2 in the previous lesson to support their responses.
• Ask students to complete Activity 4, explaining that they do not need to plan a conclusion to the story.

Support
• Take feedback after each step in the writing process to ensure understanding and progression.
• Focus students' planning on the key threats: the villains, cliffs and sea.

Deepen
• Encourage students to identify each verb in their writing, then gather, consider and select from a range of possible improvements.

Plenary 10 minutes
• Give students time to review and revise their verb choices, reminding them of the intention to create a dramatic sense of danger.
• Ask partners to select the most effective sentences in their writing.
• Ask partners to share their selection with the class.

Support
• Recognise and validate any effective structural or vocabulary choices.

Deepen
• Encourage students to identify each verb in their writing, then gather, consider and select from a range of possible improvements.

Sample content:
Objectives

Introduction
• These activities focus on reading between the lines.
• Check understanding and answer any questions.
• Give students time to review and revise their verb choices, reminding them of the intention to create a dramatic sense of danger.
• Ask partners to select the most effective sentences in their writing.
• Ask partners to share their selection with the class.

Support
• Identify and discuss only one near-synonymous pair as a whole class or in supported groups.
• Encourage students to suggest their own examples of paired near-synonymous verbs, ensuring one is more dramatic than the other.

Deepen
• Ask students to suggest their own examples of paired near-synonymous verbs, ensuring one is more dramatic than the other.

Second phase
• Read through Activity 4, ensuring students' understanding of the scenario.
• Recap students' responses to Activity 2 in the previous lesson to support their responses.
• Ask students to complete Activity 4, explaining that they do not need to plan a conclusion to the story.

Support
• Take feedback after each step in the writing process to ensure understanding and progression.
• Focus students' planning on the key threats: the villains, cliffs and sea.

Deepen
• Encourage students to identify each verb in their writing, then gather, consider and select from a range of possible improvements.

Set workbook activities 5 minutes
• Point students towards the activities on pp. 16–17 of the Workbook.
• Check understanding and answer any questions.
• These activities focus on vocabulary choices and tracking danger.
Year 8 Unit 1: Heroes and Villains

Section 4 Openings

Introduction 10 minutes
- Ask students to write or tell the opening of a well-known folk tale in the first person, present tense. (For example: 'I am walking in the woods, and...')
- Ask students to write or tell the same opening in the third person, past tense. (For example: 'She was walking in the woods, and...')
- Take feedback to check students' familiarity with, and ability to use, the past and present tenses, and the first person and the third person.

First phase 15 minutes
- Ask students to complete the Skills Boost activity. Explain that they will use this skill in Activity 4.
- Take feedback to check accuracy.
- Read through the introduction to Activity 3. Do students agree that each of these sentences could be used as the story's opening sentence?
- Ask students to complete Activity 3.
- Take feedback. Make the point that effective storytelling is not simply recounting events.

Second phase 20 minutes
- Explain that Activity 4 will support students in developing their storytelling skills.
- Read through Activity 4, checking understanding and noting parallels with the extract.
- Ask students to complete Activity 4.

Plenary 10 minutes
- Ask volunteers to share their story openings and explain their choices of first sentence.
- Discuss the openings. Ask: Do you agree that the opening makes you want to read on and find out what happens next?

Support
- Display the opening of a folk tale, ask students to identify the relevant pronouns and verbs that indicate person and tense, before the activity.

Deepen
- Ask students to name as many irregular past-tense verb forms as they can.

Support
- Encourage partners to check each other’s use of past-tense verb forms in the Skills Boost activity.

Deepen
- Encourage students to explore the writer’s intention further in their responses to Activity 3, question 2.

Support
- Take feedback after each step in the writing process.

Deepen
- Encourage students to write as clearly and vividly as possible, giving careful thought to vocabulary choice.

Support
- Look again at the intentions outlined in Activity 2 in the previous lesson, as prompts for students’ explanations.

Deepen
- Ask students to rewrite their story openings in the present tense. Ask: What impact does this have?

Secondary Curriculum Objectives
- R8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.

Workbook assessment task
- Point students towards the extract and activities on pp. 22–23 of the Workbook.
- Give students the opportunity to read the extract. Briefly discuss it with them and answer any questions.
- Students should read the extract again carefully before answering the questions that follow it.
- Make clear your expectations of when this task will be completed. For example, it may be a homework, or students may be given time during an additional lesson.
### Section 6 Story structure

#### Year 8

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#### Section 6 Story structure: Year 8 Unit 1: Heroes and Villains

**Lesson 10**

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<td>R8.2A Explore a writer’s or speaker’s intention and viewpoint.</td>
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<tr>
<td>W8.31 Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</td>
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**Student Book pp. 28–29 Workbook pp. 24–25**

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### Sample content:

**Introduction**

- Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.

---

### Support

- Provide students with the familiar concept of stories having a beginning, middle and end.
- Ask: What does each of these elements do? Give partners three minutes to discuss and note down their ideas.
- Take feedback, highlighting the purpose of each element, and giving some examples of content that could be part of each one (for example, an introduction to characters, a journey and a return).

### Deepen

- Explain to students that, in this lesson, they will be exploring a more-developed and detailed model of story structure.
- Read through the introduction to Activity 2.
- Ask students to complete Activity 2.
- Take feedback, with regular reference to each of the story structure’s four parts.

---

### Second phase

- Read through the introduction to Activity 3, question 1.
- Ask: What are the purposes of the hero and the villain in stories? Look for responses that recognise villains’ roles in creating conflict.
- Ask students to complete Activity 3, ensuring that they should write only notes, not their whole story.

### Plenary

- Ask partners to discuss their story plans. Ask: Does each of the elements achieve its given purpose? Do the elements work well together? Is the story likely to be engaging and entertaining?
- Take feedback on Activity 3, question 2 from a range of volunteers. Invite the class to evaluate each plan, focusing on positive aspects.
- Ask students to recall their learning about powerful opening lines, and about stories that are not told in chronological order.
- Discuss the idea that the four story elements could be narrated in any order.

---

### Set workbook activities

- Point students towards the activities on pp. 26–27 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on story structure.

---

**Curriculum**

**Section 6 Story structure**

**Year 8  Unit 1: Heroes and Villains**

**Lesson 11**

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<td>W8.1A Gather and structure a range of relevant ideas before writing.</td>
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<tr>
<td>W8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</td>
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### Support

- Give students a three- or four-point synopsis of a familiar story for reference, as a model.
- Complete Activity 2, question 1a as a whole class or in supported groups.

---

### Deepen

- Ask students to use the synopsis of *The Brazilian Cat* for reference.
- Ask students to apply this structure to other stories.

---

### Second phase

- Read through the introduction to Activity 3, question 1.
- Ask: What are the purposes of the hero and the villain in stories? Look for responses that recognise villains’ roles in creating conflict.
- Ask students to complete Activity 3, assuring them that they should write only notes, not their whole story.

---

### Plenary

- Ask partners to discuss their story plans. Ask: Does each of the elements achieve its given purpose? Do the elements work well together? Is the story likely to be engaging and entertaining?
- Take feedback on Activity 3, question 2 from a range of volunteers. Invite the class to evaluate each plan, focusing on positive aspects.
- Ask students to recall their learning about powerful opening lines, and about stories that are not told in chronological order.
- Discuss the idea that the four story elements could be narrated in any order.

---

### Set workbook activities

- Point students towards the activities on pp. 26–27 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on story structure.
**Introduction**
- Tell students a familiar story in synopsis, creating a cliffhanger by omitting the ending. For example:
  - A wicked queen becomes envious of her stepdaughter’s beauty. She orders a huntsman to kill the girl. The huntsman takes pity on her, and leaves her in a forest instead.
- Ask: Did you enjoy the story? Why or why not? Draw out that the story has no resolution.
- Ask: Which kinds of endings do you prefer stories to have? Why is that?

**First phase**
- Read the three synopses. (Point out that ‘synopses’ is the plural of ‘synopsis’.)
- Take students’ initial responses to the three stories. Ask: Which would you want to read in full? Why?
- Ask students to complete Activity 1.
- Take feedback to check understanding, asking volunteers to justify their answers.
- Focus on discussion of the ending of Story C, encouraging debate about this ‘twist’ ending. Ask: Is this ending also a ‘cliffhanger’? Is it happy? Encourage students to consider the ending from the different characters’ points of view.

**Second phase**
- Read through Activity 2 to check understanding. Ask: 
  - Students to complete Activity 2, question 1. Depending on the time available, you may want students to respond either in complete sentences or with single words or phrases.
  - Take feedback.
  - Ask students to complete Activity 2, question 2.

**Plenary**
- Take feedback on Activity 2, question 2.
- Ask: Would the reader’s initial impressions of any characters change due to the way the story ended? Ask students to identify and explain one example of characters for which this is true (for example, the hitch-hiker in Story C or the piper in Story B).

**Set workbook activities**
- Point students towards the activities on pp. 28–29 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on story endings.
**Year 8**

**Unit 1: Heroes and Villains**

**Lesson 14**

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<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>R8.1B Identify and retrieve a range of key information in a text or in spoken language.</td>
<td>R8.3A Explore the impact of some of the writer’s key structural or organisational choices.</td>
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<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>R8.2A Explore a writer’s or speaker’s intention and viewpoint.</td>
<td>R8.4B Explore the impact of some of the writer’s or speaker’s significant vocabulary choices.</td>
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**Introduction** 10 minutes

- Display the terms ‘speech’, ‘thought’, ‘action’ and ‘description’.
- Explain that most stories contain all of these elements.
- Ask: Which of these elements is most important in telling a story?
- Encourage discussion and debate.
- Draw out that events (action) form most of the plot in most stories, but not all.
- Look back through the extracts used in the Student Book so far, observing that speech is dominant in the extracts in Section 2, thought and action in Section 3, and thought and description in Section 4.

**First phase** 15 minutes

- Read the extract and take students’ initial responses.
- Ask students to complete Activity 1 to test their understanding.
- Take feedback to check accuracy.
- Ask students to complete Activity 1 to test their understanding.

**Second phase** 20 minutes

- Return students’ focus to the elements of speech, thought, action and description in storytelling.
- Read through Activity 2.
- Ask students to complete Activity 2, noting that thought need not be explicitly ‘labelled’ with an identifier such as ‘he thought’ or ‘she wondered’.

**Plenary** 10 minutes

- Take feedback on questions 1–4 to check accuracy.
- Encourage discussion and debate.
- Note that one sentence features in both questions, giving different kinds of information about the two characters.
- Ask: Which technique do you find most engaging: speech, thought, description or action? Why is that?

**Support**

- Clarify the terms ‘speech’, ‘thought’, ‘action’ and ‘description’ to ensure understanding.
- Ask students to find passages that focus on each of the four elements using other texts.
- Complete Activity 1 orally, as a whole class or in supported groups.
- Ask students to complete Activity 2, before asking students to complete question 2.
- Encourage students to comment on what each technique reveals or suggests about the two characters.
- Recognise and validate all relevant responses.
- Ask: Which technique do you find most engaging: speech, thought, description or action? Why is that?

**Deepen**

- Read through Activity 2, question 1 before asking students to complete question 2.
- Ask students to complete Activity 2, noting that thought need not be explicitly ‘labelled’ with an identifier such as ‘he thought’ or ‘she wondered’.
- Ask: Which technique do you find most engaging: speech, thought, description or action? Why is that?

**Set workbook activities** 5 minutes

- Point students towards the activities on pp. 32–33 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on exploring an extract.

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**Year 8**

**Unit 1: Heroes and Villains**

**Lesson 15**

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<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>W8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</td>
<td>W8.3A Write in Standard English and a largely appropriate register.</td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>W8.3A Write in Standard English and a largely appropriate register.</td>
<td>W8.3A Write in Standard English and a largely appropriate register.</td>
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</table>

**Introduction** 10 minutes

- Give students three minutes to note near-synonyms for the verb ‘to say’.
- Any verbs that could appear as part of an identifier in a passage of dialogue (for example ‘shout’, ‘whisper’ or ‘mutter’).
- Take feedback, noting examples for reference in the Skills Boost activity.

**First phase** 15 minutes

- Read through Activity 3 and check students’ understanding.
- Ask students to complete Activity 3.
- Take feedback to share and develop ideas.
- Ask students to complete Activity 3.

**Second phase** 20 minutes

- Read through Activity 4.
- Ask students to complete questions 1 and 2.
- Take feedback to share and develop ideas.
- Ask students to complete Activity 4.

**Plenary** 10 minutes

- Ask: Which technique did you find the easiest to use? Which was the most challenging? Why is that?
- Ask students to write a brief critical response to their own writing, noting what is suggested or revealed about their characters.
- Support
- Deepen

**Set workbook activities** 5 minutes

- Point students towards the activities on pp. 34–35 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on identifiers and telling stories.
### Unit 1: Heroes and Villains

#### Section 9: Structuring Sentences

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<tr>
<td><strong>Main Curriculum Objectives</strong></td>
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<td><strong>Student Book pp. 40–41</strong></td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>R8.3A Explore the impact of some of the writer’s key structural or organisational choices.</td>
<td><strong>Workbook pp. 36–37</strong></td>
</tr>
<tr>
<td></td>
<td>R8.4A Explore the impact of some of a writer’s or speaker’s choices of grammatical features and sentence structure.</td>
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**Introduction**

- **10 minutes**
  - Display the term ‘clause’.
  - Display a single-clause sentence. For example: *I went to school.*
  - Remind students that a clause is a single piece of information centred on one verb.
  - Ask students to link another clause to the first one using a conjunction.
  - Repeat, creating a longer and longer sentence.

**First phase**

- **15 minutes**
  - Read the extract, and take students’ initial responses. Ask: Is the reader intended to sympathise with Ella or the thief? Who is the hero and who is the villain?
  - Ask students to complete Activity 1, first clarifying the meaning of the term ‘pace’ as a sense of how quickly something moves along.
  - Take feedback, emphasising that choices of sentence structure can add impact to a text.

**Second phase**

- **20 minutes**
  - Read through Activity 2.
  - Note the changes needed to convert a multi-clause sentence into single-clause sentences: the removal of the conjunction, the addition of pronouns and the alteration of punctuation.
  - Ask students to complete Activity 2.

**Plenary**

- **10 minutes**
  - Take feedback on Activity 2, question 1 to check accuracy.
  - Ask a volunteer to read aloud their single-clause sentences and then the original multi-clause version.
  - Take feedback on Activity 2, question 2, discussing the impact of both versions and students’ preferences.

**Support**

- Provide example conjunctions students could use to link their clauses (such as ‘and’, ‘but’, ‘when’, ‘as’, ‘before’, ‘after’, ‘until’, ‘because’, ‘so’, ‘although’ and ‘if’).

**Deepen**

- Restrict students to using each conjunction only once.

- Read the given sentences aloud to the whole class or supported groups, emphasising their brevity and the fast pace created.

- Ask students to identify other shorter sentences the writer has used to create impact in the extract.

**Support**

- Display the multi-clause sentence in Activity 2, question 2 and work with students to identify the four clauses.

**Deepen**

- Encourage students to comment in detail on their choices, focusing on their impact on the reader.

**Set workbook activities**

- Point students towards the activities on pp. 36–37 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on exploring short and long sentences.

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**Lesson 17**

<table>
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<tr>
<th><strong>Skills focus:</strong> Writing: Narrative</th>
<th><strong>Workbook pp. 38–39</strong></th>
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<tbody>
<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>W8.3B Divide text into paragraphs with accuracy and consistency.</td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>W8.3C Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence.</td>
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<tr>
<td></td>
<td>W8.3D Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety.</td>
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</tbody>
</table>

**Introduction**

- **10 minutes**
  - Display the following example sentences. *I love cooking. I am not very good at it.*
  - Ask: In the second sentence, in how many places could the adverbial ‘however’ be positioned?
  - Ask students to write another pair of sentences, including the word ‘eventually’ in the second.
  - Ask: In how many places could ‘eventually’ be positioned?
  - Discuss the fact that the adverbials could be positioned in numerous places while the sentences’ meanings are retained.

**First phase**

- **15 minutes**
  - Ask students to recall their work on sentence structure from the previous lesson. Read through the introduction to Activity 3, checking understanding.
  - Ask students to complete Activity 3.
  - Take feedback to check accuracy.
  - Ask students to complete the Grammar Boost activity. Point out that the activity asks students to position the adverbials at the beginning of sentences (as ‘fronted’ adverbials).
  - Take feedback to check accuracy and understanding.

**Second phase**

- **20 minutes**
  - Read through questions 1–5 of Activity 4 to clarify the plot that students will use.
  - Ask students to complete Activity 4. Encourage them to consider sentence structure as they write, but point out that they will have an opportunity to review and revise their choices.

**Plenary**

- **10 minutes**
  - Ask volunteers to share short excerpts of their writing.
  - Ask students to share their responses to Activity 4, question 8, focusing on the reasons for their choices.
  - Ask students to summarise the sentence-structure choices that are open to them as writers.

**Support**

- Use the first example as a model before asking students to write and experiment with the second.

**Deepen**

- Direct students to the use of adverbials in the text in the extract on page 40 of the Student Book, as an exemplar of their use in context.

- Ask students to write their own sentences linked with adverbials of contrast and consequence.

**Support**

- Take feedback after each step of the writing process to ensure understanding and progression.

**Deepen**

- Ask partners to ensure they are both paragraphing their writing correctly.

**Support**

- Encourage students to explain the impacts of their choices in depth and in detail.

**Set workbook activities**

- Point students towards the activities on pp. 38–39 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on adverbials and building sentences.
**Introduction**

- Display the words ‘there’, ‘too’, ‘no’ and ‘hear’.
- Remind students that homophones are words that sound the same but have different meanings and spellings.
- Challenge students to note as many homophones as they can for the words displayed.

**First phase**

- Remind students of the reviewing and revising they did at the end of the previous lesson. Emphasise that proofreading is equally important after writing, and explain that these skills form the basis of this and the next lesson.
- Ask students to complete the Spelling Boost activity.
- Take feedback to check understanding.
- Ask students to complete Activity 1.
- Take feedback, discussing and correcting any inaccuracies.

**Second phase**

- Ask students to complete Activity 2, question 1. Suggest that students focus their full attention on one kind of mistake at a time, rather than trying to spot all three at once.
- Take feedback to ensure accuracy and understanding.

**Plenary**

- Ask students to complete Activity 2, question 2, setting themselves proofreading targets.
- Take feedback to identify future learning needs.

**Set workbook activities**

- Point students towards the activities on pp. 40–41 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on homophones and irregular past tenses.

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**Introduction**

- Using the verbs given in Activity 1 from the previous lesson, give students a spelling test by saying the verbs’ infinite forms and asking them to note down the past-tense forms.
- Ask partners to swap and mark each other’s answers.
- Discuss which spellings proved the most challenging.

**First phase**

- Read through Activity 3, and point out that the synonyms given are specific to their use in the passage (for example, ‘run’ is not always synonymous with ‘pour’).
- Ask students to complete Activity 3.
- Take feedback, focusing on comparing the impact of the verbs chosen and those rejected. Encourage discussion and debate.
- Ask students to complete the Grammar Boost activity, clarifying the meaning of the terms ‘contrasting’ and ‘conditional’. Point out that ‘as’ can function as a conjunction of time or explanation.
- Take feedback to check understanding.

**Second phase**

- Ask students to complete Activity 4, pointing out that they could use the conjunction banks on the opposite page of the Student Book.
- Ask students to complete Activity 5.
- Read students ten sentences in the present tense, each featuring one of the test verbs. Ask students to write each whole sentence in the past tense.

**Set workbook activities**

- Point students towards the activities on pp. 42–43 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on reviewing vocabulary and sentence structure.
### Main Curriculum Objectives

<table>
<thead>
<tr>
<th>Main Curriculum Objectives</th>
<th>Year 8 Unit 1: Heroes and Villains</th>
<th>Section 11 Assessment: Lesson 20</th>
<th>Skills focus: Writing: Narrative</th>
<th>Student Book pp. 48–49 Workbook pp. 44–45</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W8.1A</strong> Gather and structure a range of relevant ideas before writing.</td>
<td><strong>W8.1B</strong> Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.</td>
<td><strong>W8.2C</strong> Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</td>
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<tr>
<td><strong>W8.3A</strong> Write in Standard English and a largely appropriate register.</td>
<td><strong>W8.3C</strong> Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence.</td>
<td><strong>W8.3D</strong> Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety.</td>
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<tr>
<td><strong>W8.3E</strong> Make deliberate choices of sentence length to achieve clarity.</td>
<td><strong>W8.3G</strong> Select vocabulary in text and spoken language with growing precision.</td>
<td><strong>W8.3H</strong> Spell homophones, words with single/double letters and ‘silent’ letters with some accuracy.</td>
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<tr>
<td><strong>W8.3I</strong> Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</td>
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### Secondary Curriculum Objectives

### Introduction

- Ask students to read Activity 1.
- Point out that students should plan a complete story, and that you will assess their plans as well as their finished pieces of writing. Make it clear that they will not have time to write the whole of their story in this lesson, and should therefore focus on careful planning and the quality (not length) of their story’s beginning.
- Explain to students that they will have 15 minutes to plan their story, 25 minutes to write its beginning and a further 10 minutes to review, revise and proofread their writing.

### Assessment task

- Ask students to complete the planning section of the assessment.
- After 15 minutes, ask students to move on to the writing section of the assessment.
- After another 25 minutes, ask students to move on to the reviewing and revising section of the assessment.
- You may wish to give students further guidance on how much they should write, and the amounts of time they should use for planning, writing and checking their responses.

### Workbook assessment task

- Point students towards the task and sample student response on p. 44 of the Workbook.
- Give students the opportunity to read the task and sample response. Briefly discuss these with them and answer any questions.
- Students should identify the errors in the sample response before planning how they will improve it. They should then write an improved version, adding one or two paragraphs of text.
- Make clear your expectations of when this task will be completed. For example, it may be a homework, or students may be given time during an additional lesson.