

Teacher Guide

SAMPLE

Inspire English International

Year 8 Teacher Guide

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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 re-visited 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.

About the Teacher Guide

Curriculum mapping from iLowerSecondary English to the National Curriculum	
READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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.	R8.2D: Make developed comparisons of writers' ideas and perspectives between two texts.
choosing and reading books independently for challenge, interest and enjoyment.	R8.1F: Choose age-appropriate texts, considering their genre, form and origin, and basing decisions on books already read.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	R8.1A (A): Use a range of strategies to decode unfamiliar words.
making inferences and referring to evidence in the text	R8.1A (B): Read largely accurately and with understanding.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	R8.1B: Identify and retrieve a range of key information in a text or in spoken language.
checking their understanding to make sure that what they have read makes sense	R8.1E: Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	R8.2C: Select relevant, focused evidence to support ideas.
	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus.
	R8.2A: Explore a writer's or speaker's intention and viewpoint.
	R8.1A (A): Use a range of strategies to decode unfamiliar words.
	R8.1A (B): Read largely accurately and with understanding.
	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.
	R8.3A: Explore the impact of some of the writer's key structural or organisational choices.
	R8.4A: Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.
	R8.4B: Explore the impact of some of the writer's or speaker's significant vocabulary choices.
recognising a range of poetic conventions and understanding how these have been used	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
	R8.3A: Explore the impact of some of the writer's key structural or organisational choices.
studying setting, plot, and characterisation, and the effects of these	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
	R8.3A: Explore the impact of some of the writer's key structural or organisational choices.

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

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Scheme of work

Year:	8
Unit:	1
Theme:	Heroes and Villains
Outcome:	Short story
Key skills:	Writing: Writing processes (WB.1); Writing: Whole text (WB.2); Writing: Language use (WB.3)
Lesser skills:	Reading: Text structure (RB.3); Reading: Language use (RB.4)
Minor skills:	Reading: Reading for meaning (RB.1); Reading: Responding to texts (RB.2)

By the end of the unit, students will be able to structure and craft a short story.

During the course of the unit, students will explore a range of narrative extracts linked by the theme of heroes and anti-heroes.

This unit focuses on engaging the reader in the characters, setting and action of a short narrative story.

Students will practise planning, structuring and crafting narrative writing.

Students will revise punctuation and sentence structure and develop language skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read two extracts based on the same story and answer comprehension questions on each. They practise the skills of picking out key points, using active and passive voices, thinking about characters and comparing texts.	R8.1A/B/C/D, R2.A/B/D	R8.4A/WB.2B Active and passive voices
2	Students read an extract from a novel and answer comprehension questions. They practise the skills of inferring and responding to characters, revealing a villain, punctuating speech and building a villainous of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, WB.1A, WB.3G	WB.31 Speech punctuation
3	Students read an extract from a short story. They practise the skills of tracking key events, identifying elements of the story, using word classes, exploring vocabulary and writing an extract of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, WB.1A, WB.2C, WB.3G	WB.31 Word classes
4	Students read the opening of a short story. They practise the skills of reading between the lines, responding to the opening, choosing tense and person, choosing the first sentence and writing an opening.	R8.1B, R8.1E, R8.2A/B, R8.3A, WB.1A, WB.2C	WB.2B Choosing tense and person
5	Students complete an assessment by reading a fictional extract, then answering questions about what they have read and writing the opening to a story of their own.	R8.1B/D/E, R8.2B, R8.3A, R8.4B, WB.1A, WB.2C, WB.3G	-
6	Students read a summary of a short story. They practise the skills of using apostrophes, exploring ideas and intentions, and structuring and planning a story.	R8.1B, R8.2A, R8.3A, WB.1A, WB.2C	WB.31 Apostrophes
7	Students read synopses of three different stories. They practise the skills of identifying endings, responding to endings, using colons and semi-colons, exploring the writer's intention and writing an ending of their own.	R8.1B, R8.2A, R8.2B, R8.3A, WB.1A, WB.2C	WB.31 Colons and semi-colons
8	Students read an extract from a story and answer comprehension questions. They practise the skills of identifying and using different ways of telling stories, using identifier verbs and adverbs, and writing an extract from a story of their own.	R8.1B, R8.2A, R8.3A, R8.4B, WB.2C, WB.3A/G	WB.3G/WB.31 Identifier verbs and adverbs
9	Students read the opening of a short story. They practise the skills of exploring short sentences and longer sentences, building sentences, linking with adverbials and experimenting with structure.	R8.2A, R8.3A, R8.4A, WB.1A, WB.3B/C/D/E	WB.2D Linking with adverbials
10	Students practise the skills of identifying homophones, using irregular past tenses, proofreading, reviewing vocabulary, conjunctions and relationships, reviewing sentence structure and reviewing and proofreading writing.	WB.1B/C	WB.3H Homophones; WB.2D Conjunctions and relationships
11	Students complete an assessment by planning, writing, reviewing and revising a short story.	WB.1A/B, WB.2C, WB.3A/C/D/E/G/H/I	-

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

Any additional 'boosts' in the lessons are covered here.

The scheme of work gives you an overview of each unit and the main focuses.

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

About the Teacher Guide

Unit 1: Heroes and Villains		Section 1 Telling stories	1
Year 8	Unit 1: Heroes and Villains	Skills focus: Writing: Narrative	Student Book pp. 10–11 Workbook pp. 6–7
Section 1 Telling stories: Lesson 1			
Main Curriculum Objectives	R8.1A Read largely accurately and with understanding.	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.1C Summarise a short text or speech effectively, selecting appropriate and relevant detail.
Secondary Curriculum Objectives	R8.1D Compare, contrast and/or combine key points of information within a text or in spoken language.	R8.4A Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.	WB.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.
Introduction		10 minutes	Support Suggest familiar examples of heroes and villains for students to consider.
<ul style="list-style-type: none"> 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. 			Deepen Ask students to write guidance for applicants for the roles of a hero and a villain.
First phase		15 minutes	Support Model gathering information to complete Activity 1, question 1 before asking students to continue independently.
<ul style="list-style-type: none"> 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. 			Deepen Ask students to divide information about the two characters by importance, indicating which points are the most essential.
Second phase		20 minutes	Support In the Grammar Boost activity, complete question 1 as a whole class or in supported groups.
<ul style="list-style-type: none"> 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. 			Deepen 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	Support Recognise and validate any relevant responses and suggestions about alternative ways of opening the story.
<ul style="list-style-type: none"> 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? 			Deepen Don't provide prompts for alternative ways the extract could have been written, allowing students to suggest these themselves.
Set workbook activities		5 minutes	
<ul style="list-style-type: none"> 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. 			

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

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

The teaching itself is split into a clear and consistent structure and progression, with indicative timings – and clear notes where the teaching links to the Student Book.

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.

Inspire English	Glossary	121
GLOSSARY		
abbreviation - shortened word or phrase (e.g. Doctor becomes Dr; Susan becomes Sue; telephone becomes phone) abstract noun - noun that names ideas you cannot see, hear, smell, taste or touch (e.g. 'happiness'; 'idea') account - telling or retelling of factual or fictional events (e.g. an account of the football match, or an account of an adventure) active voice - form in which the thing that is performing the action of a verb is the grammatical subject of a sentence adjective - word that adds information to a noun adverb - single-word adverbial adverbial - words (adverbs), phrases or clauses that add information to a verb , adjective or other adverbial alliteration - use of one sound to	chronological - in a manner showing the order in which events happen or happened clause - group of more than one word , including a verb cliche - phrase or idea that is overused and so has lost its impact climax (in a story) - moment of greatest conflict comma splice - incorrect use of a comma to link two main clauses comparison - looking at similarities and differences between two or more things conclusion (of a text) - last part, often a result or summary concrete noun - noun that names a physical thing you can see, hear, smell, taste or touch (e.g. 'cat'; 'tree') conflict (in a story) - challenge or opposition conjunction -	dialogue - speech between people or fictional characters direct address - method of speaking directly to the reader or listener direct speech - words exactly as they are spoken, usually given within speech marks and with an identifier embedded quotation - quotation positioned inside a sentence and that functions as a part of the sentence emotive language - words and phrases that stir readers' emotions emphasis - forcefulness of expression that suggests importance evidence - supporting facts or information example - something with characteristics typical of its type explanation text - text that makes information and ideas clear and easy to understand position (in a sentence) -

The glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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.	R8.2D: Make developed comparisons of writers' ideas and perspectives between two texts.
choosing and reading books independently for challenge, interest and enjoyment.	R8.1F: Choose age-appropriate texts, considering their genre, form and origin, and basing decisions on books already read.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	R8.1A (A): Use a range of strategies to decode unfamiliar words. R8.1A (B): Read largely accurately and with understanding.
making inferences and referring to evidence in the text	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. R8.2C: Select relevant, focused evidence to support ideas.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	R8.1D: Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus. R8.2A: Explore a writer's or speaker's intention and viewpoint.
checking their understanding to make sure that what they have read makes sense.	R8.1A (A): Use a range of strategies to decode unfamiliar words. R8.1A (B): Read largely accurately and with understanding.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	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. R8.3A: Explore the impact of some of the writer's key structural or organisational choices. R8.4A: Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure. R8.4B: Explore the impact of some of the writer's or speaker's significant vocabulary choices.
recognising a range of poetic conventions and understanding how these have been used	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices.
studying setting, plot, and characterisation, and the effects of these	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices.

Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	R8.2B: Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. R8.3A: Explore the impact of some of the writer's key structural or organisational choices.
making critical comparisons across texts	R8.2D: Make developed comparisons of writers' ideas and perspectives between two texts.
studying a range of authors, including at least two authors in depth each year	R8.2D: Make developed comparisons of writers' ideas and perspectives between two texts.

WRITING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; a range of other narrative and non-narrative texts, including arguments, and personal and formal letters	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.
summarising and organising material, and supporting ideas and arguments with any necessary factual detail	W8.1A: Gather and structure a range of relevant ideas before writing.
applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	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. W8.2C: 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. W8.2D: Link paragraphs in text and spoken language using adverbials to signal the development of ideas. 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.

Curriculum mapping from iLowerSecondary English to the National Curriculum

WRITING	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	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. W8.3B: 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. W8.3G: Select vocabulary in text and spoken language with growing precision.
plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended	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.
plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	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.
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.	W8.1B: Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading. 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. W8.3G: 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.

Curriculum mapping from iLowerSecondary English to the National Curriculum

GRAMMAR AND VOCABULARY	
English National curriculum objective	This matches the iLowerSecondary curriculum objective...
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	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.
studying the effectiveness and impact of the grammatical features of the texts they read	R8.4A: Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.
drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	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.
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	W8.3A: Write in Standard English and a largely appropriate register.
using Standard English confidently in their own writing and speech	W8.3A: Write in Standard English and a largely appropriate register.
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	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. W8.3G: Select vocabulary in text and spoken language with growing precision. W8.3J: Use grammatical terminology for parts of speech with some accuracy.

Scheme of work

Year:	8
Unit:	1
Theme:	Heroes and Villains
Outcome:	Short story
Key skills:	Writing: Writing processes (W8.1); Writing: Whole text (W8.2); Writing: Language use (W8.3)
Lesser skills:	Reading: Text structure (R8.3); Reading: Language use (R8.4)
Minor skills:	Reading: Reading for meaning (R8.1); Reading: Responding to texts (R8.2)

By the end of the unit, students will be able to structure and craft a short story.
During the course of the unit, students will explore a range of narrative extracts linked by the theme of heroes and anti-heroes.
This unit focuses on engaging the reader in the characters, setting and action of a short narrative story.
Students will practise planning, structuring and crafting narrative writing.
Students will revise punctuation and sentence structure and develop language skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read two extracts based on the same story and answer comprehension questions on each. They practise the skills of picking out key points, using active and passive voices, thinking about characters and comparing texts.	R8.1A/B/C/D, R2.A/B/D	R8.4A/W8.2B Active and passive voices
2	Students read an extract from a novel and answer comprehension questions. They practise the skills of inferring and responding to characters, revealing a villain, punctuating speech and building a villainous character of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, W8.1A, W8.3G	W8.3I Speech punctuation
3	Students read an extract from a short story. They practise the skills of tracking key events, identifying elements of the story, using word classes, exploring vocabulary and writing an extract of their own.	R8.1B/E, R8.2A/B, R8.3A, R8.4B, W8.1A, W8.2C, W8.3G	W8.3J Word classes
4	Students read the opening of a short story. They practise the skills of reading between the lines, responding to the opening, choosing tense and person, choosing the first sentence and writing an opening.	R8.1B, R8.1E, R8.2A/B, R8.3A, W8.1A, W8.2C	W8.2B Choosing tense and person
5	Students complete an assessment by reading a fictional extract, then answering questions about what they have read and writing the opening to a story of their own.	R8.1B/D/E, R8.2B, R8.3A, R8.4B, W8.1A, W8.2C, W8.3G	–
6	Students read a summary of a short story. They practise the skills of using apostrophes, exploring ideas and intentions, and structuring and planning a story.	R8.1B, R8.2A, R8.3A, W8.1A, W8.2C	W8.3I Apostrophes
7	Students read synopses of three different stories. They practise the skills of identifying endings, responding to endings, using colons and semi-colons, exploring the writer's intention and writing an ending of their own.	R8.1B, R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.3I Colons and semi-colons
8	Students read an extract from a story and answer comprehension questions. They practise the skills of identifying and using different ways of telling stories, using identifier verbs and adverbs, and writing an extract from a story of their own.	R8.1B, R8.2A, R8.3A, R8.4B, W8.2C, W8.3A/G	W8.3G/W8.3J Identifiers and adverbs
9	Students read the opening of a short story. They practise the skills of exploring short sentences and longer sentences, building sentences, linking with adverbials and experimenting with structure.	R8.2A, R8.3A, R8.4A, W8.1A, W8.3B/C/D/E	W8.2D Linking with adverbials
10	Students practise the skills of identifying homophones, using irregular past tenses, proofreading, reviewing vocabulary, conjunctions and relationships, reviewing sentence structure and reviewing and proofreading writing.	W8.1B/C	W8.3H Homophones; W8.2D Conjunctions and relationships
11	Students complete an assessment by planning, writing, reviewing and revising a short story.	W8.1A/B, W8.2C, W8.3A/C/D/E/G/H/I	–

Scheme of work

Year:	8
Unit:	2
Theme:	Safe and Sound
Outcome:	Critical writing
Key skills:	Reading: Responding to texts (R8.2); Reading: Text structure (R8.3); Reading: Language use (R8.4)
Lesser skills:	Reading: Reading for meaning (R8.1); Writing: Language use (W8.3)
Minor skills:	Writing: Writing processes (W8.1)

By the end of the unit, students will be able to analyse and respond to a persuasive text, exploring the writer's choices and their impact on the reader.
During the course of the unit, students will explore a range of persuasive texts, focusing on keeping healthy and safe.
This unit focuses on critical analysis of the language and structure of persuasive texts, supported with relevant, focused evidence.
Students will practise reading persuasive texts, identifying the writer's intentions and analysing the writer's choices.
Students will revise punctuation, paragraph structure and sentence structure, and develop critical writing skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read an informative poster and answer comprehension questions. They practise the skills of identifying, linking and comparing ideas, using imperative verbs, vocabulary choices, using parts of speech and writing persuasively.	R8.1B, R8.1D, R8.4B, W8.1A, W8.3G	W8.2C Imperative verbs; W8.3J Parts of speech
2	Students read an extract from a webpage and answer comprehension questions. They practise the skills of inferring key ideas, using connotations, using persuasive vocabulary and writing persuasively.	R8.1B, R8.1E, R8.4B, W8.1A, W8.3G	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 choice and commenting on the writer's choices.	R8.1B, R8.2A, R8.2B, R8.2C, R8.4B	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.	R8.1B, R8.2A, R8.2B, R8.2C, R8.4B	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.	R8.1B/D, R8.2A/B/C, R8.4B	–
6	Students answer questions based on a step-by-step reading of an extract. They practise the skills of reading the opening, exploring elements of persuasion, giving orders and conditions, using demonstrative pronouns and writing persuasive paragraphs.	R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.3F Demonstrative pronouns
7	Students read an extract from a webpage and answer comprehension questions. They practise the skills of exploring structure, using determiners, responding to the text and planning a text.	R8.1B, R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	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.	R8.1B, R8.2A, R8.2B, R8.4A, R8.4B, W8.3C/E, W8.3G	W8.3C Sentence types
9	Students read a fact sheet about not smoking. They practise the skills of identifying persuasive ideas and rhetorical devices, commas in lists, and exploring and creating rhetorical devices.	R8.1B, R8.2A, R8.2B, R8.4A, R8.4B, W8.3C/E, W8.3G	W8.3I Commas in lists
10	Students read an extract from a webpage and answer comprehension questions. They practise the skills of looking at structure, vocabulary and intention, selecting vocabulary, looking at sentences structure, rhetorical devices and intention, and putting together a critical response.	R8.2A/B/C, R8.3A, R8.4A/B	W8.3G Selecting vocabulary in your response
11	Students complete an assessment by reading a newspaper article, then answering comprehension questions and writing a critical response to the article.	R8.1B, R8.2A/B/C, R8.3A, R8.4A/B	–

Scheme of work

Year:	8	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.
Unit:	3	
Theme:	A Perfect World	
Outcome:	Article	
Key skills:	Writing: Writing processes (W8.1); Writing: Whole text (W8.2); Writing: Language use (W8.3)	
Lesser skills:	Reading: Reading for meaning (R8.1); Reading: Responding to texts (R8.2); Reading: Text structure (R8.3); Reading: Language use (R8.4)	
Minor skills:	–	

Section	Section summary	Curriculum reference	Boosts
1	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.	R8.1B, R8.1C, R8.2A, R8.2B, R8.3A, W8.1A	W8.3A Subjects and verbs in Standard English
2	Students read a newspaper article. They practise the skills of identifying features and key ideas, exploring structure and planning an argument.	R8.1B, R8.1C, R8.1E, R8.2A, R8.3A, W8.1A	R8.1B Identifying features
3	Students read a webpage and answer comprehension questions. They practise the skills of inferring ideas, exploring nouns, using ‘silent’ consonants and arguing a point of view.	R8.1B, R8.1E, R8.4B, W8.3G	W8.3H ‘Silent’ consonants
4	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.	R8.1B, R8.1E, R8.2A, R8.4B, W8.3G	W8.3H Unspoken or ‘silent’ vowels
5	Students complete an assessment by reading a webpage, then answering comprehension questions and writing an argument.	R8.1B/E, R8.2A, R8.4B, W8.1A, W8.2C, W8.3G	–
6	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.	R8.3A, W8.3B	W8.2D Linking points with adverbials
7	Students read an article. They practise the skills of identifying ideas and intentions, exploring and writing sentences, and using dashes and semi-colons.	R8.2A, R8.4A, W8.1A, W8.3C/D/E	W8.3I Dashes and semi-colons
8	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.	R8.1B, R8.2A, R8.4B, W8.1A, W8.3G	W8.3I Using apostrophes
9	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.	R8.2A, R8.2B, R8.3A, W8.1A, W8.2C, W8.3C/E/G	W8.2B/W8.3A Writing in a formal register
10	Students practise the skills of checking for key features, reviewing vocabulary and sentence structure, and looking for errors.	R8.3A, W8.1B, W8.1C, W8.2C	W8.3H/W8.3I Looking for careless errors
11	Students complete an assessment by planning, writing, and reviewing and revising an article.	W8.1A, W8.1C, W8.2C, W8.3A/B/C/E/G/H/I	–

Scheme of work

Year:	8	By the end of the unit, students will be able to analyse an information text, exploring the writer’s choices and their impact on the reader. During the course of the unit, students will explore a range of information texts about sports from around the world, exploring how information is presented to engage the reader. This unit focuses on critical analysis of information texts, exploring and comparing writers’ selection of ideas and language, and its impact on the reader. Students will practise reading and summarising information. Students will revise sentence structures and develop critical writing skills.
Unit:	4	
Theme:	World of Sport	
Outcome:	Critical writing	
Key skills:	Reading: Reading for meaning (R8.1); Reading: Responding to texts (R8.2); Reading: Language use (R8.4)	
Lesser skills:	Reading: Text structure (R8.3); Writing: Writing processes (W8.1); Writing: Whole text (W8.2); Writing: Language use (W8.3)	
Minor skills:	–	

Section	Section summary	Curriculum reference	Boosts
1	Students read an information text. They practise the skills of using word families, working out unfamiliar words, linking ideas and writing a summary.	R8.1A, R8.1B, R8.1C, R8.1D	R8.1A Word families
2	Students read an extract from an article and answer comprehension questions. They practise the skills of identifying types of information, informing and describing, identifying intentions and writing an information text.	R8.1B, R8.1E, R8.2A, R8.2B, R8.4B	R8.2A/W8.3G Identifying intentions
3	Students read an extract from an article and answer comprehension questions. They practise the skills of exploring vocabulary choice, using clauses, focusing on evidence and writing a response.	R8.1B, R8.1E, R8.2A, R8.2B, R8.2C, R8.4B	W8.3C Clauses
4	Students read an article and answer comprehension questions. They practise the skills of exploring intention and vocabulary choice, exploring register, selecting evidence, responding to vocabulary choice and writing about vocabulary choice.	R8.1B, R8.2A, R8.2B, R8.2C, R8.4B	R8.4B Exploring register
5	Students read an article and answer comprehension questions. They practise the skills of gathering evidence of intention, using sentence starts, considering paragraphs, making points and commenting.	R8. 2A, R8.2B, R8.2C, R8.4B, W8.1A, W8.3B	W8.3D Sentence starts
6	Students complete an assessment by reading an information text, then answering comprehension questions and writing a critical response.	R8.1B/C/D/E; R8.2A/B/C, R8.4B	–
7	Students read an extract from an information text and answer comprehension questions. They practise the skills of exploring intention and paragraph structure, using subheadings, and writing an information text.	R8.1A, R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.2A Using subheadings
8	Students read an article and answer comprehension questions. They practise the skills of exploring vocabulary choice and intention, using sentence types, exploring sentence structure and intention, and writing a response.	R8.2A, R8.2B, R8.4A, R8.4B, W8.1A, W8.2C	W8.3C Revising sentence types
9	Students read an extract from an article and answer comprehension questions. They practise the skills of looking at structure, vocabulary and sentence structure, gathering and organising ideas, and planning.	R8.1B, R8.2A, R8.2B, R8.2C, R8.3A, R8.4A, R8.4B, W8.1A, W8.2C	W8.1A Ways of gathering and organising your ideas
10	Students read two extracts and answer comprehension questions. They practise the skills of comparing key information, using adverbials for comparison, comparing intentions and viewpoints, and writing a comparison.	R8.1B, R8.2A/B/C/D, R8.4A/B, W8.1A, W8.2C	W8.2D Adverbials for comparison
11	Students complete an assessment by reading two extracts, then answering comprehension questions and writing a comparison of the extracts.	R8.1B, R8.2A/B/C/D, R8.4A/B, W8.1A, W8.2C, W8.3B	–

Scheme of work

Year:	8
Unit:	5
Theme:	A Moment in Time
Outcome:	Speech
Key skills:	Writing: Writing processes (W8.1); Writing: Whole text (W8.2); Writing: Language use (W8.3)
Lesser skills:	Reading: Responding to texts (R8.2); Reading: Language use (R8.4)
Minor skills:	Reading: Text structure (R8.3)

By the end of the unit, students will be able to write an article, evocatively describing and explaining a personal memorable event.
During the course of the unit, students will explore a range of explanation texts in which writers recount an experience and the impact it had on them, focusing on their structural and language choices to develop their own writing.
This unit focuses on crafting an engaging article in which an experience is vividly recounted.
Students will practise planning a text and making effective vocabulary choices.
Students will revise summary skills, sentence structure and apostrophes, and develop structuring and language skills.

Section	Section summary	Curriculum reference	Boosts
1	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.	R8.1B/C/D, R8.2A, R8.2B, W8.1A	R8.2C Key points for summarising
2	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.	R8.1E, R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.2B First, second and third person
3	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.	R8.1B, R8.2A, R8.3A, W8.1A, W8.2C	W8.2C Chronological and non-chronological structure
4	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.	R8.2A, R8.2B, R8.4B, W8.1A, W8.2C, W8.3G	W8.3G Using a thesaurus
5	Students complete an assessment by reading a newspaper article, then answering comprehension questions and writing a descriptive text.	R8.2A, R8.2B, R8.3A, R8.4B, W8.1A, W8.2C, W8.3G	–
6	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.	R8.1E, R8.2A, R8.2B, W8.1A, W8.2C, W8.3G	W8.3I Direct and reported speech
7	Students read an extract. They practise the skills of responding to the text, exploring structure and using, building and writing paragraphs.	R8.2A, R8.2B, R8.3A, W8.2C	W8.3B Paragraphing
8	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.	R8.1B, R8.2A/B, R8.4A, W8.1A, W8.2C, W8.3C/E	W8.3C Restructuring sentences
9	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.	R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.2D Guiding the reader with adverbials of time
10	Students read an extract and answer comprehension questions. They practise the skills of exploring endings, proofreading, and selecting and planning an ending.	R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.1B Polishing your proofreading skills
11	Students complete an assessment by planning, writing, reviewing and revising an article.	W8.1A, W8.2C, W8.3B/C/E/G	–

Scheme of work

Year:	8
Unit:	6
Theme:	Dramatic!
Outcome:	Critical writing
Key skills:	Reading: Reading for meaning (R8.1); Reading: Responding to texts (R8.2); Reading: Language use (R8.4)
Lesser skills:	Reading: Text structure (R8.3)
Minor skills:	Writing: Writing processes (W8.1); Writing: Whole text (W8.2)

By the end of the unit, students will be able to analyse a play extract, exploring the writer's choices and their intended impact on an audience.
During the course of the unit, students will explore a range of play extracts, from Shakespeare to contemporary drama.
This unit focuses on analysis of drama texts: close reading, critical response and analysis of language.
Students will practise selecting evidence and responding to texts.
Students will revise parts of speech, and develop spelling and critical writing skills.

Section	Section summary	Curriculum reference	Boosts
1	Students read an extract from the opening of a play. They practise the skills of reading between the lines, responding to characters and action, deciding where to begin, setting out a script and writing an opening scene.	R8.1B, R8.1E, R8.2A, R8.2B, R8.3A, W8.1A, W8.2C	W8.2A Setting out a script
2	Students read an extract from a play. They practise the skills of imagining performance, creating mood and character, spelling drama terminology, exploring the playwright's intentions and writing a scene.	R8.1B, R8.2A, R8.2B, R8.3A, W8.1A	W8.3H Drama terminology
3	Students read an extract from the opening of a play and the prose text from which it is adapted and answer comprehension questions. They practise the skills of comparing and responding to the script and the novel, and adapting a prose extract for the stage.	R8.1B, R8.1E, R8.2A, R8.2B, R8.3A, R8.4B, W8.1A, W8.2C, W8.3G	–
4	Students read an extract from the opening of a play and answer comprehension questions. They practise the skills of creating conflict, building a story, using word classes and planning conflict.	R8.1B, R8.2A, R8.2B, R8.2C, R8.3A, R8.4B, W8.2C	W8.3J Word classes
5	Students read an extract from the ending of a play. They practise the skills of exploring characters and language choices, referring back to previous ideas, writing a response to characters and building characters.	R8.1E, R8.2A, R8.2B, R8.2C, R8.4B, W8.1A	W8.3F Referring back
6	Students complete an assessment by reading an extract from a play, then answering comprehension questions and writing a critical response to the extract.	R8.1BE, R8.2A/B/C, R8.4B	–
7	Students read an extract from <i>King Lear</i> and answer comprehension questions. They practise the skills of responding to and exploring dialogue, using word families and writing a script.	R8.1A, R8.1E, R8.2A, R8.2B, R8.2C, R8.4A, R8.4B, W8.1A, W8.3C/E/G	W8.3H Word families
8	Students read an extract from <i>Hamlet</i> and answer comprehension questions. They practise the skills of reading Shakespeare's language, changing responses, reviewing vocabulary choices and writing a response.	R8.1A, R8.1E, R8.2A, R8.2B, R8.2C, W8.1A, W8.2C	R8.1A Shakespeare's language; W8.1C Reviewing vocabulary choices
9	Students read an extract from <i>Macbeth</i> and answer comprehension questions. They practise the skills of selecting evidence, exploring themes, reviewing sentence structures and writing a response.	R8.1A, R8.2A, R8.2B, R8.2C, R8.4B, W8.1A, W8.2C	W8.3E Reviewing sentence structures
10	Students read an extract from <i>Macbeth</i> and answer comprehension questions. They practise the skills of planning a response, writing an introduction, proofreading and writing a conclusion.	R8.1A, R8.2B, W8.1A, W8.2C	W8.1B Proofreading skills
11	Students complete an assessment by reading an extract from <i>Macbeth</i> , then answering comprehension questions and writing a critical response to the extract.	R8.1A, R8.2A/B/C, R8.4A/B, W8.1A, W8.2C	–

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Year 8	Unit 1: Heroes and Villains		
Section 1 Telling stories: Lesson 1		Skills focus: Writing: Narrative	Student Book pp. 10–11 Workbook pp. 6–7
Main Curriculum Objectives	R8.1A Read largely accurately and with understanding.	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.1C Summarise a short text or speech effectively, selecting appropriate and relevant detail.
	R8.1D Compare, contrast and/or combine key points of information within a text or in spoken language.		
Secondary Curriculum Objectives	R8.4A Explore the impact of some of a writer’s or speaker’s choices of grammatical features and sentence structure.	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.	

Introduction • 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.	10 minutes	Support Suggest familiar examples of heroes and villains for students to consider.
		Deepen Ask students to write guidance for applicants for the roles of a hero and a villain.
First phase • 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.	15 minutes	Support Model gathering information to complete Activity 1, question 1 before asking students to continue independently.
		Deepen Ask students to divide information about the two characters by importance, indicating which points are the most essential.
Second phase • 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.	20 minutes	Support In the Grammar Boost activity, complete question 1 as a whole class or in supported groups.
		Deepen 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 • 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?	10 minutes	Support Recognise and validate any relevant responses and suggestions about alternative ways of opening the story.
		Deepen Don’t provide prompts for alternative ways the extract could have been written, allowing students to suggest these themselves.
Set workbook activities • 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.	5 minutes	

Year 8		Unit 1: Heroes and Villains	
Section 1 Telling stories: Lesson 2		Skills focus: Writing: Narrative	Student Book pp. 12–13 Workbook pp. 8–9
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			

Introduction 10 minutes		Support Suggest the openings of familiar films or books, and ask students to rank them in order of effectiveness.
<ul style="list-style-type: none">Ask students to suggest films, novels or short stories that begin in a way that engaged them from the very start.Ask: What makes an effective opening?Look for responses that recognise the power of vividly drawn characters and tense situations.		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.
<ul style="list-style-type: none">Read Extract B.Take students’ initial responses. Ask: Is this an effective opening? Do you find it more effective than Extract A?Ensure students have access to their responses to Activity 1, from the previous lesson.Ask students to complete Activity 3.Take feedback to check understanding and compare responses.Ask: Does the reader need to know all the key information in a story as soon 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.
<ul style="list-style-type: none">Explain to students that Activity 4 will focus on the reasons the two writers of the extracts made their choices of structure and style.Ask students to complete Activity 4.		Deepen Encourage students to respond as fully as possible, using evidence from the extracts wherever appropriate.
Plenary 10 minutes		Support Recognise and validate any relevant responses.
<ul style="list-style-type: none">Take feedback on Activity 4, gathering as wide a range of responses as possible.Note that one extract was chronological and explanatory for clarity, and the other was non-chronological and descriptive to achieve impact.Ask students to evaluate the two different approaches to writing a story opening.		Deepen Challenge students to write a short but powerful description of Cerberus, considering which of his features they could highlight to achieve maximum impact.

Set workbook activities 5 minutes
<ul style="list-style-type: none">Point students towards the activities on pp. 8–9 of the Workbook.Check understanding and answer any questions.These activities focus on comparing two texts.

Year 8		Unit 1: Heroes and Villains	
Section 2 Building a character: Lesson 3		Skills focus: Writing: Narrative	Student Book pp. 14–15 Workbook pp. 10–11
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?
<ul style="list-style-type: none">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.		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.
<ul style="list-style-type: none">Read the extract.Take students’ immediate responses to the extract, and to the villainous Count Fosco in particular.Ask students to complete Activity 1, questions 1 and 2.Take feedback to check students’ inference skills.Ask students to complete Activity 1, questions 3–6.Take feedback to share and develop understanding.		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.
<ul style="list-style-type: none">Read through Activity 2. Remind students of the importance of using evidence to support their ideas.Ask students to complete Activity 2. Encourage them to express their own honest, personal responses.		Deepen Ask students to select and explain two possible responses, exploring which they can make more compelling.
Plenary 10 minutes		Support Recognise and validate any relevant responses.
<ul style="list-style-type: none">Take feedback on Activity 2, exploring as wide a range of responses, supporting evidence and explanations as possible.Encourage debate, asking: How did the writer intend the reader to respond to this villain?		Deepen Ask students for their responses to the character of Mr Hartright.

Set workbook activities 5 minutes
<ul style="list-style-type: none">Point students towards the activities on pp. 10–11 of the Workbook.Check understanding and answer any questions.These activities focus on inferring character.

Year 8		Unit 1: Heroes and Villains	
Section 2 Building a character: Lesson 4		Skills focus: Writing: Narrative	Student Book pp. 16–17 Workbook pp. 12–13
Main Curriculum Objectives	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.	W8.1A Gather and structure a range of relevant ideas before writing.	W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.
Secondary Curriculum Objectives	W8.3G Select vocabulary in text and spoken language with growing precision.		

Introduction <ul style="list-style-type: none">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.	10 minutes	Support Prompt students with examples of different identifier verbs, such as ‘asked’, ‘shouted’ and ‘whispered’.
First phase <ul style="list-style-type: none">Briefly recap the content of the extract.Ask students to complete Activity 3.Take feedback to share and develop ideas.Ask students to consider their 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.	15 minutes	Support Complete Activity 3 in discussion, as a whole class or in supported groups.
Second phase <ul style="list-style-type: none">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.	20 minutes	Support Refer students to examples of dialogue and description in the extract as models.
Plenary <ul style="list-style-type: none">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.	10 minutes	Support Recognise and validate any effective elements in students’ responses.
		Deepen Ask students to consider whether a villain’s gender has an effect on responses to the character.

Set workbook activities <ul style="list-style-type: none">Point 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.	5 minutes
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Year 8		Unit 1: Heroes and Villains	
Section 3 Creating danger: Lesson 5		Skills focus: Writing: Narrative	Student Book pp. 18–19 Workbook pp. 14–15
Main Curriculum Objectives	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.
Secondary Curriculum Objectives	R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.		R8.2A Explore a writer’s or speaker’s intention and viewpoint.

Introduction <ul style="list-style-type: none">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.	10 minutes	Support Prompt students with examples of heroic characters or action stories.
First phase <ul style="list-style-type: none">Read the extract and check students’ understanding of the setting.Take students’ initial responses. Ask: What do you think will happen next?Ask students to complete Activity 1, questions 1–3.Take feedback to check and share understanding.Ask students to complete Activity 1, question 4.Take feedback. Compare responses and encourage debate.	15 minutes	Support Model plotting the first two paragraphs on the graph in Activity 1, question 4, before asking students to complete the task independently.
Second phase <ul style="list-style-type: none">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.	20 minutes	Support Focus on the first paragraph as a whole class or in supported groups. Ask: Which elements are present?
Plenary <ul style="list-style-type: none">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.	10 minutes	Support Recognise and validate any relevant responses.
		Deepen Ask students to comment on the writer’s intention in focusing on events.

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 3 Creating danger: Lesson 6		Skills focus: Writing: Narrative	Student Book pp. 20–21 Workbook pp. 16–17
Main Curriculum Objectives	R8.4B Explore the impact of some of the writer’s or speaker’s significant vocabulary choices.	W8.1A Gather and structure a range of relevant ideas before writing.	W8.3G Select vocabulary in text and spoken language with growing precision.
	W8.3J Use grammatical terminology for parts of speech with some accuracy.		
Secondary Curriculum Objectives	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.		

Introduction • 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. • Take feedback. • 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.	10 minutes	Support Identify and discuss only one near-synonymous pair as a whole class or in supported groups. Deepen Ask students to suggest their own examples of paired near-synonymous verbs, ensuring one is more dramatic than the other.
First phase • 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 to share and develop understanding. • Ask: Can you identify other effective verb choices in the extract?	15 minutes	Support Work with the whole class or supported groups to identify relevant verbs for Activity 3, question 1. Deepen Encourage students to consider the limited use of adjectives and adverbs in the sentences given in Activity 3. Point out that the focus is on action, not description.
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.	20 minutes	Support Take feedback after each step in the writing process to ensure understanding and progression. Deepen Focus students’ planning on the key threats: the villains, cliffs and sea.
Plenary • 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.	10 minutes	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.

Set workbook activities • 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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 4 Openings: Lesson 7		Skills focus: Writing: Narrative	Student Book pp. 22–23 Workbook pp. 18–19
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.		

Introduction • Explain that you are going to describe five different people very briefly, and ask students to picture each one. Ask them to explain what they can infer about each person based on your limited descriptions. • Ask the class to imagine, in turn: a crying person, a pale and unsteady person, someone with messy hair and clothes, a very neatly dressed person, and someone biting their nails and sweating. • Take feedback.	10 minutes	Support Use one example as a model, for example discussing that crying suggests someone is upset. Deepen Ask students to act out the physical signs of a feeling and invite the class to infer what they can from the actions.
First phase • Read the extract and take students’ initial responses. Ask: Does this make you want to read on? • Ask students to complete Activity 1. • Take feedback, encouraging as wide a range of responses as possible. Make explicit reference to the skill of inference, which students are using to deduce their responses.	15 minutes	Support Ask students to summarise the story opening verbally first, to ensure understanding. Deepen Encourage students to give evidence to support their responses.
Second phase • Read through Activity 2. Emphasise the importance of engaging the reader from the very start of the story (as an engaging middle is wasted if the reader has already stopped reading). • Discuss which of the different techniques given in the activity the writer has used. • Ask students to complete Activity 2, making use of the sentence starts provided if necessary.	20 minutes	Support Model gathering evidence and ideas for a comment to support a response. Deepen Encourage students to develop their comments as fully as possible, considering what the writer has done, how they have done it, and why.
Plenary • Give students two minutes to check that their paragraphs give a response that is supported by evidence and explanation. • Ask volunteers to read or paraphrase their written responses. • Encourage the class to evaluate these responses. Ask: Is the response valid? Is the evidence relevant? Is the explanation clear and convincing?	10 minutes	Support Recognise and validate any relevant responses, choices of evidence and/or explanations. Deepen Ask students to summarise all the ways in which the writer of the story opening has tried to engage the reader.

Set workbook activities • Point students towards the activities on pp. 18–19 of the Workbook. • Check understanding and answer any questions. • These activities focus on reading between the lines.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 4 Openings: Lesson 8		Skills focus: Writing: Narrative	Student Book pp. 24–25 Workbook pp. 20–21
Main Curriculum Objectives	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.	W8.1A Gather and structure a range of relevant ideas before writing.	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.		
Secondary Curriculum Objectives			

Introduction • 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.	10 minutes	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.
First phase • 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.	15 minutes	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.
Second phase • 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.	20 minutes	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.
Plenary • 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?	10 minutes	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?

Set workbook activities • Point students towards the activities on pp. 20–21 of the Workbook. • Check understanding and answer any questions. • These activities focus on choosing tense and person, and writing an opening.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 5 Assessment: Lesson 9		Skills focus: Writing: Narrative	Student Book pp. 26–27 Workbook pp. 22–23
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.
	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.	R8.4B Explore the impact of some of the writer’s or speaker’s significant vocabulary choices.	W8.1A Gather and structure a range of relevant ideas before writing.
	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.		W8.3G Select vocabulary in text and spoken language with growing precision.
Secondary Curriculum Objectives			

Introduction • Ask students to read the extract. Check their understanding of any unfamiliar vocabulary and, in particular, the meaning of the word ‘draconian’ (strict). • Explain to students that they will have 25 minutes to complete the reading section of the assessment, and a further 25 minutes to complete the writing section.	10 minutes
Assessment task • Ask students to complete the reading section of the assessment. Any students finishing sooner can begin the writing task. • After 25 minutes, ask students to move on to complete the writing section of the assessment. • Point out that they should plan their writing, and that you will assess their plans as well as their finished pieces of writing. • 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.	50 minutes

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.

Year 8		Unit 1: Heroes and Villains	
Section 6 Story structure: Lesson 10		Skills focus: Writing: Narrative	Student Book pp. 28–29 Workbook pp. 24–25
Main Curriculum Objectives	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.2A Explore a writer’s or speaker’s intention and viewpoint.	W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency
Secondary Curriculum Objectives			

Introduction • Display the following question. <i>What are the ingredients of a good story?</i> • Give partners five minutes to discuss and note down their responses. • Take feedback to assess and refresh prior knowledge, highlighting references to story structure such as beginnings, surprises and endings.		10 minutes	Support Focus students’ discussions on one or two familiar novels or films. Deepen Encourage students to organise their thoughts under headings such as ‘structure’, ‘character’ and ‘setting’.
First phase • Read the summary and take students’ initial responses. Ask: Is this an example of a good story? Why or why not? Encourage students to justify their views. • Ask students to read the summary again, and to note down all the words containing apostrophes. • Read through the Punctuation Boost activity. • Ask students to categorise the words they noted from the summary as showing contraction or possession. • Ask students to complete the Punctuation Boost activity. • Take feedback. Ask: How many apostrophes did you add?		15 minutes	Support Provide additional examples to support those given in the Punctuation Boost activity. Deepen Ask students to write their own sentences summarising the end of the story, using more apostrophes.
Second phase • Return students’ attention to the key points in the story summary. • Ask students to complete Activity 1, emphasising that writers make purposeful and deliberate choices to create a satisfying story, and that responses should focus on why each choice is important. • Take feedback to check and discuss understanding.		20 minutes	Support Take feedback after Activity 1, question 1 to ensure focus on the relevance of these elements to later events in the story. Deepen Ask students to identify and comment on the intention of any other of the writer’s choices.
Plenary • Take feedback, again emphasising that all of the story’s elements fit together to make the story ‘work’, like cogs in a machine. • Ask students to consider how the story would be affected if Marshall had a well-paid job and plenty of money. • Ask students to consider next how the story would be affected if Everard had not been married. Draw out that this element is more subtle: it acts only as a clue for the reader.		10 minutes	Support Recognise and validate any relevant responses, continually focusing students’ attention back on how elements fit together. Deepen Ask students to consider the role of Everard’s wife as a way the writer tries to mislead the reader.

Set workbook activities • Point students towards the activities on pp. 24–25 of the Workbook. • Check understanding and answer any questions. • These activities focus on apostrophes, and ideas and intentions.	5 minutes
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Year 8		Unit 1: Heroes and Villains	
Section 6 Story structure: Lesson 11		Skills focus: Writing: Narrative	Student Book pp. 30–31 Workbook pp. 26–27
Main Curriculum Objectives	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.	W8.1A Gather and structure a range of relevant ideas before writing.	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.
Secondary Curriculum Objectives			

Introduction • Present 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).		10 minutes	Support Give students a three- or four-point synopsis of a familiar story for reference, as a model. Deepen Ask students to use the synopsis of <i>The Brazilian Cat</i> for reference.
First phase • 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.		15 minutes	Support Complete Activity 2, question 1a as a whole class or in supported groups. Deepen 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.		20 minutes	Support Take feedback after each of the first two or three steps in the planning process to ensure understanding and progression. Deepen Encourage students to create two different endings and select the most satisfying.
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.		10 minutes	Support Recognise and validate any effective examples of each of the four elements of story structure. Deepen Ask students to choose between the two possible endings they have planned, and to write a justification of their choice.

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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 7 Endings: Lesson 12		Skills focus: Writing: Narrative	Student Book pp. 32–33 Workbook pp. 28–29
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.	R8.3A Explore the impact of some of the writer's key structural or organisational choices.
Secondary Curriculum Objectives	R8.1B Identify and retrieve a range of key information in a text or in spoken language.		

Introduction • Tell students a familiar story in synopsis, creating a cliffhanger by omitting the ending. For example: <i>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.</i> • 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? 10 minutes	Support Direct students to the types of ending listed in Activity 1, question 1, to support their views on different kinds of ending. Deepen Ask students to suggest ways in which your story could end.
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. 15 minutes	Support Work with the whole class or in supported groups using a process of elimination, asking, for example: Do any of the stories have a happy ending? Deepen Ask: Can you suggest any other kinds of story ending?
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. 20 minutes	Support Complete the activity in relation to Story A as a whole class or in supported groups before asking students to complete the rest of the activity independently. Deepen Encourage students to support their ideas with examples from the synopses.
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). 10 minutes	Support Recognise and validate any relevant responses. Deepen Challenge students to suggest different ways in which these stories could have ended.

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. 5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 7 Endings: Lesson 13		Skills focus: Writing: Narrative	Student Book pp. 34–35 Workbook pp. 30–31
Main Curriculum Objectives	R8.2A Explore a writer's or speaker's intention and viewpoint.	W8.1A Gather and structure a range of relevant ideas before writing.	W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.
Secondary Curriculum Objectives	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.		

Introduction • Display the following two single-clause sentences. <i>The hero should be rewarded. The hero saved the town.</i> • Ask students to create a multi-clause sentence by linking the sentences using a conjunction such as 'because', 'if', 'when' or 'after'. • Ask: What effects are created by the different conjunctions? • Note that the different conjunctions create different meanings because of the different relationships between clauses. 10 minutes	Support Provide students with a list of possible conjunctions: 'and', 'but', 'when', 'because', 'if', 'until', 'although' and 'while'. Deepen Challenge students to find as many different ways of linking the sentences as they can.
First phase • Read through the introduction to the Punctuation Boost activity to check understanding. • Ask students to complete the Punctuation Boost activity. • Take feedback. Emphasise that colons and semi-colons should not be overused, and that conjunctions often make meaning clearer. • Draw students' attention back to the story synopses, and ask them to recap the focus of the previous lesson: story endings. • Ask students to complete Activity 3. • Take feedback, encouraging debate. 15 minutes	Support In question 1 of the Punctuation Boost activity, work with students to identify the conjunctions before asking them to complete the activity independently. Deepen Challenge students to write further sentences related to the synopses using colons and semi-colons.
Second phase • Read through Activity 4 and check students' understanding. • Ask students to complete Activity 4. Challenge them to include a semi-colon and a colon in their responses. 20 minutes	Support In Activity 4, question 1, ask students to focus on parts a and d, thinking up happy and sad endings. Deepen Challenge students to come up with more different endings. Encourage quality and quantity.
Plenary • Take feedback from a range of volunteers on their preferred endings, and the responses they expect these to create. • Ask the class to explain their responses. Ask: Does your response tally with the writer's intention? 10 minutes	Support Recognise and validate any relevant choices. Deepen Ask students which type of ending they find most satisfying and why.

Set workbook activities • Point students towards the activities on pp. 30–31 of the Workbook. • Check understanding and answer any questions. • These activities focus on colons and semi-colons, and writing endings. 5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 8 Ways of telling stories: Lesson 14		Skills focus: Writing: Narrative	Student Book pp. 36–37 Workbook pp. 32–33
Main Curriculum Objectives	R8.1B Identify and retrieve a range of key information in a text or in spoken language.	R8.3A Explore the impact of some of the writer’s key structural or organisational choices.	
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 <ul style="list-style-type: none">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.	10 minutes	Support Clarify the terms ‘speech’, ‘thought’, ‘action’ and ‘description’ to ensure understanding. Deepen Ask students to find passages that focus on each of the four elements using other texts.
First phase <ul style="list-style-type: none">Read the extract and take students’ initial responses.Ask students to complete Activity 1 to test their understanding.Take feedback on questions 1–4 to check accuracy.Discuss students’ answers to question 5, looking at the evidence that suggests Givens is not being honest about the way he feels: he is embarrassed and it is implied that his pride is hurt.	15 minutes	Support Complete Activity 1 orally, as a whole class or in supported groups. Deepen Ask students to suggest ways in which the story could end.
Second phase <ul style="list-style-type: none">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’.	20 minutes	Support To ensure understanding, take feedback on Activity 2, question 1 before asking students to complete question 2. Deepen Encourage students to comment on what each technique reveals or suggests about the two characters.
Plenary <ul style="list-style-type: none">Take feedback on Activity 2, encouraging discussion and debate.Note that one sentence features in both questions, giving different kinds of information about the two characters.	10 minutes	Support Recognise and validate all relevant responses. Deepen Ask: Which technique do you find most engaging: speech, thought, description or action? Why is that?

Set workbook activities <ul style="list-style-type: none">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,	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 8 Ways of telling stories: Lesson 15		Skills focus: Writing: Narrative	Student Book pp. 38–39 Workbook pp. 34–35
Main Curriculum Objectives	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.	W8.3G Select vocabulary in text and spoken language with growing precision.	
Secondary Curriculum Objectives	W8.3A Write in Standard English and a largely appropriate register.	W8.3J Use grammatical terminology for parts of speech with some accuracy.	

Introduction <ul style="list-style-type: none">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.	10 minutes	Support Give students a model sentence and ask them to replace the verb ‘said’. For example: “ <i>Hello,</i> ” <i>she said</i> . Deepen Encourage students to build their vocabulary using a thesaurus and a dictionary to find and define near-synonyms.
First phase <ul style="list-style-type: none">Read through Activity 3 and check students’ understanding.Ask students to complete Activity 3.Take feedback to share and develop understanding.Read through the Skills Boost activity. Check students’ understanding of the terms ‘adverb’ and ‘identifier’.Ask students to complete the Skills Boost activity.Take feedback to check accuracy.	15 minutes	Support In Activity 3, rewrite the first sentence using speech and the third sentence using description as a whole class or in supported groups, before asking students to complete the activity independently. Deepen In Activity 3, encourage students to try further rewrites of their responses using action.
Second phase <ul style="list-style-type: none">Read through Activity 4.Ask students to complete questions 1 and 2.Take feedback to share and develop ideas.Ask students to complete questions 3–8.Ask partners to check each other’s speech punctuation.	20 minutes	Support Take feedback after each step in the writing process to ensure understanding and progression. For support with speech punctuation, direct students to the Skills Boost activity in Section 2 of this unit. Deepen Following Activity 4, question 7, ask students to experiment with transforming some sentences from their focus on speech, action, thought or description to another technique.
Plenary <ul style="list-style-type: none">Ask volunteers to share their writing with the class, clearly identifying which sentences use which technique: description, action, speech or thought.Ask: Which technique did you find the easiest to use? Which was the most challenging? Which was most effective in telling the story and engaging readers?	10 minutes	Support Recognise and validate effective use of any one of the four techniques. Deepen Ask students to write a brief critical response to their own writing, noting what is suggested or revealed about their characters.

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 9 Structuring sentences: Lesson 16		Skills focus: Writing: Narrative	Student Book pp. 40–41 Workbook pp. 36–37
Main Curriculum Objectives	R8.2A Explore a writer’s or speaker’s intention and viewpoint.		R8.3A Explore the impact of some of the writer’s key structural or organisational choices.
	R8.4A Explore the impact of some of a writer’s or speaker’s choices of grammatical features and sentence structure.		
Secondary Curriculum Objectives			

Introduction <ul style="list-style-type: none">Display the term ‘clause’.Display a single-clause sentence. For example: <i>I went to school.</i>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.	10 minutes	Support <p>Provide example conjunctions students could use to link their clauses (such as ‘and’, ‘but’, ‘when’, ‘as’, ‘before’, ‘after’, ‘until’, ‘because’, ‘so’, ‘although’ and ‘if’).</p> Deepen <p>Restrict students to using each conjunction only once.</p>
First phase <ul style="list-style-type: none">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.	15 minutes	Support <p>Read the given sentences aloud to the whole class or supported groups, emphasising their brevity and the fast pace created.</p> Deepen <p>Ask students to identify other shorter sentences the writer has used to create impact in the extract.</p>
Second phase <ul style="list-style-type: none">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.	20 minutes	Support <p>Display the multi-clause sentence in Activity 2, question 2 and work with students to identify the four clauses.</p> Deepen <p>Encourage students to comment in detail on their choices, focusing on their impact on the reader.</p>
Plenary <ul style="list-style-type: none">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.	10 minutes	Support <p>Recognise and validate any relevant responses.</p> Deepen <p>Encourage students to consider the pace of these longer sentences. Ask: Do they create a hurried or more relaxed pace?</p>

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 9 Structuring sentences: Lesson 17		Skills focus: Writing: Narrative	Student Book pp. 42–43 Workbook pp. 38–39
Main Curriculum Objectives	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.		
Secondary Curriculum Objectives	W8.1A Gather and structure a range of relevant ideas before writing.	W8.2D Link paragraphs in text and spoken language using adverbials to signal the development of ideas.	

Introduction <ul style="list-style-type: none">Display the following example sentences. <i>I love cooking. I am not very good at it.</i>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.	10 minutes	Support <p>Use the first example as a model before asking students to write and experiment with the second.</p> Deepen <p>Ask students to look at the adverbials listed at the start of the Grammar Boost activity. Ask: Could all of these adverbials be positioned at different points in a sentence?</p>
First phase <ul style="list-style-type: none">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.	15 minutes	Support <p>Direct students to the use of adverbials of time in the extract on page 40 of the Student Book, as an exemplar of their use in context.</p> Deepen <p>Ask students to write their own sentences linked with adverbials of contrast and consequence.</p>
Second phase <ul style="list-style-type: none">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.	20 minutes	Support <p>Take feedback after each step of the writing process to ensure understanding and progression.</p> Deepen <p>Ask partners to ensure they are both paragraphing their writing correctly.</p>
Plenary <ul style="list-style-type: none">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.	10 minutes	Support <p>Recognise and validate any effective choices.</p> Deepen <p>Encourage students to explain the impacts of their choices in depth and in detail.</p>

Set workbook activities <ul style="list-style-type: none">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.	5 minutes
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Year 8	Unit 1: Heroes and Villains		
Section 10 Reviewing, revising and proofreading: Lesson 18		Skills focus: Writing: Narrative	Student Book pp. 44–45 Workbook pp. 40–41
Main Curriculum Objectives	W8.1B Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.	W8.3H Spell homophones, words with single/double letters and ‘silent’ letters with some accuracy.	
Secondary Curriculum Objectives			

Introduction 10 minutes		Support
<ul style="list-style-type: none">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.		Ask students to think of just one homophone for each word.
		Deepen
		Challenge students to think of other homophones.
First phase 15 minutes		Support
<ul style="list-style-type: none">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 accuracy.Ask students to complete Activity 1.Take feedback, discussing and correcting any inaccuracies.		Transform Activity 1 into a matching exercise by providing students with all or some of the present-tense verb forms.
		Deepen
		After the Spelling Boost activity, challenge students to write other sentences featuring the homophones.
Second phase 20 minutes		Support
<ul style="list-style-type: none">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.		Encourage students to copy the text and then correct it, ensuring that they copy it accurately.
		Deepen
		Ask students to add notes to explain precisely what each mistake was (for example, noting 'missing possessive apostrophe', 'incorrect past-tense verb form' or 'incorrect personal pronoun').
Plenary 10 minutes		Support
<ul style="list-style-type: none">Ask students to complete Activity 2, question 2, setting themselves proofreading targets.Take feedback to identify future learning needs.		Ask partners to identify valid targets together.
		Deepen
		Ask students to identify their targets as specifically as possible.

Set workbook activities 5 minutes
<ul style="list-style-type: none">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.

Year 8	Unit 1: Heroes and Villains		
Section 10 Reviewing, revising and proofreading: Lesson 19		Skills focus: Writing: Narrative	Student Book pp. 46–47 Workbook pp. 42–43
Main Curriculum Objectives	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.	
Secondary Curriculum Objectives			

Introduction 10 minutes		Support
<ul style="list-style-type: none">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.		Give students each verb in the context of a sentence.
		Deepen
		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.
First phase 15 minutes		Support
<ul style="list-style-type: none">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.		In the Grammar Boost activity, model using a process of elimination to identify conjunctions that make sense in the context of each sentence.
		Deepen
		In Activity 3, encourage students to gather (and perhaps reject) other synonyms from which to make their choices.
Second phase 20 minutes		Support
<ul style="list-style-type: none">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.		Depending on students' confidence, you could suggest that they carry out question 1d in Activity 5 in groups.
		Deepen
		Encourage students to justify their choices in Activity 4. Ask: Have you created greater clarity or impact?
Plenary 10 minutes		Support
<ul style="list-style-type: none">Take feedback on Activity 5, focusing on one question at a time.Emphasise the process followed, and the importance of reviewing, revising and proofreading as the final stages in any writing task.		Recognise and validate any accurate corrections and/or effective revisions.
		Deepen
		Encourage students to consider the variety of conjunctions used, and whether they could add any adverbials.

Set workbook activities 5 minutes
<ul style="list-style-type: none">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.

Year 8		Unit 1: Heroes and Villains		
Section 11 Assessment: Lesson 20		Skills focus: Writing: Narrative		Student Book pp. 48–49 Workbook pp. 44–45
Main Curriculum Objectives	W8.1A Gather and structure a range of relevant ideas before writing.	W8.1B Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.	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.	
	W8.3A Write in Standard English and a largely appropriate register.	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.	
	W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.			
Secondary Curriculum Objectives				

Introduction**10 minutes**

- 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**50 minutes**

- 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.