

Teaching and Learning Content: English

Year Group: 7

Spring Term 1



MEADOW PARK
SCHOOL

Concept: Conflict

Students read 'Stone Cold' by Robert Swindells, as well some non-fiction writing on the theme of homelessness. There is also an opportunity for students to practise their descriptive writing skills.

Home Learning:

Students are expected to complete **one piece of English home learning every week** and **one piece of Reading home learning every day**. Homework may be set on paper (Nando's sheet) or online on Frog. Students can use MyOn to support home reading.

Key Questions:

- How does the context of the novel help us to understand the key ideas in the text?
- How is the central theme of homelessness novel explored in non-fiction texts?
- Why might a writer use a dual narrative structure?
- How does Swindells present Shelter as an unreliable narrator?
- How does the writer show Link's character development in the novel?
- How does the writer explore the theme of prejudice in the novel?
- How does the writer explore the theme of social responsibility in the novel?
- What are the differences between Shelter and Link in terms of characterisation?
- How does Swindells explore the theme of appearance versus reality in the novel?
- How does Swindells use a semantic field of combat to present Shelter's character?
- How does the writer present secondary characters like Gail and Ginger? What is their function in the novel?
- What are the relationships between characters, and how do they change?
- How does the writer establish an effective setting? (ch.10) (prompt for descriptive writing)

Descriptive writing:

- How can GOMASSIVE methods be used in descriptive writing?
- How can a variety of sentence structures affect our writing?
- How can punctuation affect our writing?

Students will:

- Be able to recall relevant information about characters, plot and themes from a text
- Be able to retrieve specific textual details and quotations to support their ideas
- Be able to make thoughtful inferences based on textual evidence
- Be able to use PETAL effectively to structure their ideas in relation to a question
- Be able to structure an argument in an extended essay so that it makes sense
- Be able to write a piece of descriptive writing that uses a variety of language and structural techniques.

Diagnosis

- Retrieval activities during Recall It tasks.
- Reading assessment: How does the writer present... in this extract?
- Writing to describe: write about a time you have sad or lonely.
- Letter writing task: Write a letter in character (Link).
- Diary entry (in character: either Link or Shelter)
- Write the opening to a story (focus on creating an effective setting)

Therapy

- Whole-class feedback
- Sharing model responses
- DIRT tasks
- Peer to peer support

Testing

- Students will complete a reading assessment on the presentation of a character or theme.
- Students will complete a descriptive writing assessment.