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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class: 8.3D** | **Number of students**  **30** | | | | **Current working level:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **5a** | **6c** | **6b** | **6a** | **7c** | **Grand Total** | |  | **5** | **22** | **3** |  | **30** | | |
| **Ability:**  **Set 3 (High)** | **M: 16** | | **F: 14** | |
| **SEN / G&T / LAC Pupils & Provision:**  **1 x EAL**  **5x G+T**  **1x LSR** | | | | | **End of Year Targets**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **6c** | **6b** | **6a** | **7c** |  | **Grand Total** | | **1** | **20** | **9** |  |  | **30** | | |
| Context | * Prior learning that will inform the learning that is planned.   The class will be revisiting a text from last term (A Midsummer Night’s Dream) and using their knowledge plus the ‘Mysteries’ ICT resource to create an extended piece of written work. | | | | | |
| Content | * What they are going to learn (this could be statements from the specification / SOW) * How to plan and construct an essay in response to a question about power relationships in the play. * Their work will be assessed for structure and cohesion (AF3 and AF4) | | | | | |
| Where are they now? | * The class are secure level 6 for writing, but need to be stretched so that they are identifying and working towards level 7 skills for next year. | | | | | |
| How do you know? | * Mark book/exercise books | | | | | |
| Where are you trying to get them to? | * Literacy objective: successful use of connectives/discourse markers * AF3: Structure of texts * AF4: Effective paragraphing | | | | | |
| How will you know they’ve arrived? | * Essay plan in lesson to be completed, peer and self assessed and then the essay itself will be submitted for summative assessment | | | | | |
| **Lesson Phase** | | | | **Assessment** | | **Differentiation** |
| **Setting the Scene/ Big Picture**  **Re-cap the events/characters in ‘A Midsummer Night’s Dream’. Record overview of the plot on the board, and leave it there for the duration of the activities as a reference.**  **Introduce the key question ‘Which character in MSD has the most power?’ and explain extended writing task.** | | | |  | | **By outcome: class has been placed in random groups to work with the material. As it is a high ability class, we’ll use the ‘advanced’ set of statements.** |
| **Input: Introducing and interacting with the new material**  Use the ‘reading’ activity on the ICT tables to explore comments/statements about the play. | | | | **Software will ensure all statements read.** | | **By outcome** |
| **Making Sense: Demonstrating understanding**  **Look at the questions posed in the task:**  Group statements in accordance with the students’ discussions. Those not useful to be ‘discarded’ and others classified. | | | | **Software monitors their progress and ensures coverage** | | **More able students to add statements/comments to those that already exist.** |
| **Making Sense: Application of understanding** | | | | **Using the grouped statements, students to address the key question. Evaluate statements and organise them into an essay plan.** | | **By outcome** |
| **Review and next steps** | | | | **Print out essay plan for each group member so they can use this to structure their work** | | **By outcome** |
| **Making sense: Demonstrating understanding** | | | | **Using the AF grids and the list of connectives in their planners, students should annotate their plan with suggestions for key connectives/paragraph starters that will successfully link the points in the essay, and structure the text, using paragraphs etc. to the level of a 6a or higher.** | | **Self assessment** |
| **Making sense: Application of understanding** | | | | **Each group to swap their essay plans with another member of a different group, so that they can comment/peer assess each other’s findings. Students should comment on a) the quality of the analysis and argument in the essay itself and b) the structure and cohesion of the text.** | | **Peer assessment** |
| **Review and next steps** | | | | **Reflect on their peer assessment, and update/adjust their essay plan where necessary.**  **Begin to write their answer to the key question for formal assessment** | |  |
| **Homework:**  Complete essay, and do final self assessment based on AF 3 and AF 4 before handing it in. | | | | | | |
| **Co-operative Learning**  **Group work; collaboration using software** | | **Thinking Tools**  Mysteries | | **Habits of Mind**  **Persistence; i.e. all statements must be read and considered** | | **Communicating with Others** |
| **Include**   * A copy of the class assessment record [photocopy of mark book] or a print out of progress review data, in colour! * A seating for learning plan. * IEP for individual pupils where appropriate * Highlight pupils that are members of particular groups, such as: FSM; G&T;SEN; LAC. | | | | | | |