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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 topic from last term (Greek Mythology) 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 a proposal to persuade judges that their design for a library display/exhibition should be adopted to celebrate Ancient Greek culture. * 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 * AF2 Purpose (persuasive text) | | | | | |
| 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**  **Class to review homework task, which was to ‘mark’ my exemplar essay on the earlier question ‘Which character in MSND has the most power?’ Check its level in AF3 and AF4 writing, and AF6 Reading. Use this to discuss the requirements of a level 7 piece of work, and to set personal targets for their written outcomes this week.** | | | |  | | **By outcome: class has been placed in random groups to work with the material.** |
| **Input: Introducing and interacting with the new material**  Explain that the ‘proposal’ task introduced in the software last week has now been redefined as a **persuasive** text.  There is a competition to decide which group’s ideas should be adopted by the library, and so their proposal must be written in persuasive language. Recap the rules of persuasive language **(AFORESTEY)** | | | | **‘Thumbs up’ exercise to ensure revision is successful.** | | **By outcome** |
| **Making Sense: Demonstrating understanding**  **Look at the questions posed in the task:**  They had completed the ‘reading’ element of this task last week; students to look at the printout from each group’s work and discuss (in groups) how they are going to use this material to inform the planning of the their proposal. | | | | **Peer and self assessment** | | **More able students to add statements/comments to those that already exist.** |
| **Making Sense: Application of understanding**  Class to transfer to the ICT tables, and use the software in conjunction with the print outs from last lesson to produce a detailed plan that will generate a c400-500 word response from each student. | | | | **Using the grouped statements, students to address the key question. Evaluate statements and organise them into an essay plan. NB: the software will instigate a ‘reflection stage’ before the task is complete** | | **By outcome** |
| **Review and next steps**  **Class Feedback. Each group to take it in turns to give ONE point from their plan that uses AFORESTEY to argue that their design should be adopted. Each group to vote for the point that they found the most persuasive. (You can’t vote for your own group). Findings to be shared and ‘taken on board’ , plans to be adjusted if necessary.**  **Explain that in tomorrow’s lesson, each student will be typing up their proposal, and the word target will be 400-500 words.** | | | |  | | **By outcome** |
| **Homework:**  Students to look at <http://www.bbc.co.uk/news/magazine-22972610> : a recent article about the revival of the ancient religion in modern day Greece. Some may use evidence from this to help to draft their proposal. | | | | | | |
| **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. | | | | | | |