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**Subject: Literacy – Reading 19th Century Fiction and Reading Fiction**

**Year: KS3B (KS3 - Years 7,8 & 9)**

**Term: Spring Term (1 and 2)**

**# 1**

**Greenwood School Curriculum Summaries**

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| **Lesson name** | **Lesson outline** | **Online link(s)** | **Other Resources** |
| KS3 Skills – Writing – Verbs and Capital Letters | To use capital letters in the correct places; the correct use of past tense verbs. | <https://classroom.thenational.academy/lessons/past-simple-verbs-and-capital-letters-6xk30e> |  |
| KS3 Skills – Writing – Singular and Plural | To use the correct use of singular and plural subjects. | <https://classroom.thenational.academy/lessons/singular-and-plural-subjects-6njkcc> |  |
| KS3 Skills – Writing – Sentence construction | This lesson will revise some core grammar rules, focusing on sentence construction, fluency and accuracy. | <https://classroom.thenational.academy/lessons/grammar-for-writing-sentence-construction-cmukar> |  |
| KS3 Skills – Writing - Pronouns | Pronouns: what are they and how can we use them properly in our writing? | <https://classroom.thenational.academy/lessons/pronouns-6rr32c> |  |
| KS3  Skills – Subordinate clauses | How to structure sentences when writing about when and where things happen. | <https://classroom.thenational.academy/lessons/subordinate-clauses-c5hkgd> |  |
| KS3 Skills – Writing – subordinate conjunctions 1 | Learn about conjunctions we can use with subordinate clauses. | <https://classroom.thenational.academy/lessons/subordinate-conjunctions-although-unless-and-if-c9gk0d> |  |
| KS3 Skills – Writing – subordinate conjunctions 2 | Learn about some more conjunctions and how to punctuate them correctly when using them in sentences. | <https://classroom.thenational.academy/lessons/subordinate-conjunctions-even-though-because-and-whenever-cdhkac> |  |
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| Reading 19th Century Fiction – Critical Reading Skills | Exploring context in fiction texts - Learn about how historical, social and political contexts and life experiences can influence writers and be reflected in their writing.  Investigating themes in fiction - Learn what a theme is, how to identify themes in a text, and the important differences between themes and motifs. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zg3c4xs>  <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zrpnn9q> |  |
| Reading 19th Century Fiction – Critical Reading Skills | Understanding characterisation - Characterisation enables writers to weave stories that are believable, purposeful, relatable and driven.  Understanding how writers use setting - Learn how a fictional setting can help with characterisation, create atmosphere, act as a symbol, and reveal the genre of the story. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zyrnn9q>  <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zp666g8> |  |
| Reading 19th Century Fiction – Critical Reading Skills | Understanding symbolism – Writers also use symbols to add deeper meaning to a text, creating meanings and associations in our minds as we read.  Analysis: what it is and how to do it - Analysis is an important skill to learn and practise in English – it helps you to explore and understand the writer’s craft. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwq33j6>  <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4ck8hv> |  |
| Reading 19th Century Fiction – Critical Reading Skills | Exploring effect on the reader – Learn to look at how a writer’s words create an effect, what their consequences are, and how those words influence our emotions and understanding.  Gothic literature - Gothic literature is a genre of fiction which first became popular during the 18th Century and which evokes an atmosphere of mystery, fear or terror. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4vq7yc>  <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z9cssk7> |  |
| Reading 19th Century Fiction – Critical Reading Skills | How to investigate structure in fiction texts – The structure of a narrative in a work of fiction, whether linear or non-linear, shapes the reader's response to it.  How to investigate language in fiction texts - Metaphors, symbolism and vocabulary are all deliberate choices made by fiction writers. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z48cmfr>  <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc4> |  |
|  | How to understand unfamiliar vocabulary - When you find unfamiliar vocabulary or an unknown word, you can find many clues to its meaning right there in the text. | <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc> |  |
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| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (1/2): The Story of an Hour by Kate Chopin | Reading for Meaning in 'The Story of an Hour' In this lesson, we will look at the beginning of Kate Chopin's 'The Story of an Hour' and consider how we can make predictions about the plot and character based on small extracts from the text. | <https://classroom.thenational.academy/lessons/reading-for-meaning-in-the-story-of-an-hour-c4u62r> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (1/2): The Story of an Hour by Kate Chopin | Language in 'The Story of an Hour' In this lesson, we will finish reading 'The Story of an Hour'. We will discuss Kate Chopin's use of language in the text and share our opinions on the big plot twist that occurs at the end. | <https://classroom.thenational.academy/lessons/language-in-the-story-of-an-hour-70u62e> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (1/2): The Story of an Hour by Kate Chopin | Form and Structure in 'The Story of an Hour' In this lesson, we will look at the structure of 'The Story of an Hour' and think about the effect of Kate Chopin's use of dramatic irony to help her create the story's final twist. | <https://classroom.thenational.academy/lessons/form-and-structure-in-the-story-of-an-hour-70v68r> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (1/2): The Story of an Hour by Kate Chopin | Evaluation and Personal Response: 'The Story of an Hour' In this lesson, we will look at how marriage is presented in 'The Story of an Hour' and predict what could happen once the events of the story have finished. | <https://classroom.thenational.academy/lessons/evaluation-and-personal-response-the-story-of-an-hour-cnjp6r> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | Segregation and Discrimination: Examining perspective in 'Sweetness' In this lesson, we will explore the themes of segregation and discrimination in Toni Morrison's short story, 'Sweetness'. We'll also think about Morrison's use of perspective - especially how and why it is used. | <https://classroom.thenational.academy/lessons/segregation-and-discrimination-examining-perspective-in-sweetness-74uk4t> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | Language in 'Sweetness' In this lesson, we will look at Toni Morrison's use of language in 'Sweetness'. We will think about how Morrison presents feelings towards Lula Ann, Sweetness' child. We will also practise how to write a piece of analysis of a small extract from the text. | <https://classroom.thenational.academy/lessons/language-in-sweetness-ctjpcd> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | A reflection on love and guilt in 'Sweetness' In this lesson, we will continue to read Toni Morrison's 'Sweetness' and take time to think about how the themes of love and guilt are presented to a reader through the writer's choice of structure. | <https://classroom.thenational.academy/lessons/a-reflection-on-love-and-guilt-in-sweetness-6mt6ce> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | Motherhood in 'Sweetness' In this lesson, we will analyse what Sweetness is like as a mother figure for Lula Ann. We will also revise some of the key terms we have learnt throughout the unit so far. | <https://classroom.thenational.academy/lessons/motherhood-in-sweetness-64r3ct> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | Mother and daughter relationships in 'Sweetness' In this lesson, we will examine the mother/daughter relationship between Sweetness and Lula Ann and think about what has happened to it now Lula Ann has grown up. We will also think about the sense of duty both characters feel towards one another. | <https://classroom.thenational.academy/lessons/mother-and-daughter-relationships-in-sweetness-6dgk6d> |  |
| [Key Stage 3,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3) [English,](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english) Contemporary Short Stories (2/2): Sweetness by Toni Morrison | Evaluation and Personal Response: 'Sweetness' In this lesson, we will read the final part of the story, and think about what could happen next to these characters. We will consider why Toni Morrison may have written the story before we share our opinions on whether we liked or disliked what happened. | <https://classroom.thenational.academy/lessons/evaluation-and-personal-response-sweetness-cmvk8d> |  |
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| KS3 – English – Language Skills – Non-Fiction - Reading | **Approaching unseen non-fiction texts / Analysing the writers use of language / Considering the writer’s perspective / Approaching pre-1900 unseen fiction texts / Summarising ideas across two texts: Ondaatje and Bird / Comparing perspectives and methods.**  **Viewpoint writing: what is it? /Planning techniques: Logos, pathos and ethos/What makes an effective introduction and conclusion? And, Rhetorical devices: Designing the main body of your essay/work.** | <https://classroom.thenational.academy/units/language-skills-non-fiction-reading-665d>  <https://classroom.thenational.academy/units/language-skills-non-fiction-writing-88fc>  <https://www.bbc.co.uk/bitesize/topics/zjfkscw> |  |