

Year Group: 8/9	Term 1	Teacher: TREVOR WESTCARR	
Subject: English	Cross Curricular links/lessons:	Themes	English KS3
Prior Knowledge: Writes in full sentences (Use full stops and capital letters in right place) Understand verbs/nouns/adjectives write in the past tense and present tense. How to write in the First person How to use clicker 8/Microsoft Office programs	IT. Geography, history	Murder mystery, adventure, travel, crime, death, kidnapping, guilty, drugged, suspicious,	Pupils should enable students to: <ul style="list-style-type: none"> • read a range of texts, fluently and/or with support with good understanding • read and use knowledge obtained from reading to inform and improve their spelling, punctuation and grammar • write effectively and coherently using Standard English appropriately
Reading Pupil Asset Stage 5: <ul style="list-style-type: none"> ➤ Maintains positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, non-fiction, poetry, reference books and/or textbooks' ➤ Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation. Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words, they meet. Stage: 4 <ul style="list-style-type: none"> ➤ increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. ➤ independently identifies themes and conventions in a wide range of books. Stage 3: <ul style="list-style-type: none"> ➤ with support uses dictionaries to check the meaning of words that they have read. ➤ Develops their familiarity with an increasingly wide range of books including fairy stories, myths and legends, and retelling some of these orally. ➤ (With support) identifies themes and conventions in a wide range of books. Stage 2: <ul style="list-style-type: none"> ➤ checks that the text makes sense to them as they read and corrects inaccurate reading. ➤ Makes inferences on the basis of what is being said and done. ➤ Comparing texts. Stage 1: <ul style="list-style-type: none"> ➤ Reads other words of more than one syllable that contain taught GPCS - GPC is short for 'grapheme-phoneme correspondence', and it means the relationship between a phoneme (unit of sound) and its graphemes (or symbols). Learning grapheme-phonemes correspondences helps children to decode and blend words more easily, as well as making them more fluent readers. ➤ Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Writing tasks: Comprehension questions/ writing a recount / creative writing Writing: pupil Asset Stage 5: <ul style="list-style-type: none"> ➤ Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ➤ Proof-reads for errors in spelling and punctuation. Stage 4: <ul style="list-style-type: none"> ➤ Organises paragraphs around a theme: paragraphs/ sections help to organise content. ➤ In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). stage 3: <ul style="list-style-type: none"> ➤ Attempts to use paragraphs to group related material and ideas. 			

<p>➤ Shows awareness of headings and sub-headings to aid presentation.</p> <p>Stage 2:</p> <p>➤ Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>➤ Uses commas to separate items in a list.</p> <p>Stage 1:</p> <p>➤ Understands how words can combine to make sentences.</p> <p>➤ Joins words and clauses using 'and.'</p> <p>➤ Spell common exception words</p> <p>KS3/KS4</p> <ul style="list-style-type: none"> • simple sentences • compound sentences • complex sentences • compound & complex
<ul style="list-style-type: none"> • Identify and interpret information and ideas in written texts • Select and synthesise evidence from different texts putting together the ideas and findings of multiple sources in order to make an overall point in writing. For example: looking for similarities and differences between sources, discussing personal views in class.
<ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Pupils to use a range of vocabulary and sentence structures for clarity and purpose with accurate spelling and punctuation at working level.

Lesson	Lesson objective:	AO	The Big Question	Resources: notes	Yes/no
Part 0	<p>Learning Objective: To read and understand a range of texts.</p> <p>Key Questions: Can I read a simple text? Can I gather evidence from the text? Can I record details from the text?</p>	A01	<p>Where do people go on holiday?</p> <p>Discuss with peers your experience of a staycation at home and/or travels aboard</p>	<p>Different types of holiday: Winter, activities, leisure, city break, beach holidays</p> <p>Orient express: 24 HOURS ON THE WORLD'S MOST LUXURIOUS TRAIN: The Orient Express</p> <p>Differentiated worksheets: purple/blue for RS & TB</p>	
Part 1	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 1,2 &3 MOTOE (<i>Murder on The Orient Express</i>).</p> <p>Key questions: Can I make inferences and deductions around the text? Can I recall key points from the text by answering questions? Can I point out interesting words or phrases?</p>	A01 AO2	How can you describe Poirot so far in the book?	<p>Match the word to the meaning</p> <p>Orient Express: https://www.youtube.com/watch?v=Cn1v0N_I3zI</p> <p>Comprehension sheet part 1</p> <p>Differentiated worksheets: purple/blue for RS & TB</p>	

T6_ Medium Term Plan -Term
Murder on the Orient Express

<p>Part 2</p>	<p>Learning Objective: To practise and develop different styles of writing (recount).</p> <p>Key questions Can I discuss events from the section of the story? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>How does Ratchet reveal his worries to the audience?</p>	<p>Film: Murder on the Orient Express 00.00-32.45 *Poirot turns down Ratchet's offer. Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 3</p>	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 4&5 of MOTOE.</p> <p>Key questions: Can I read the text? Can I write correct answers in the text? Can I recall key points from the text by answering questions? Can I explore and write down ideas in a draft?</p>	<p>AO5 AO6</p>	<p>What kind of character is Ratchett? Book and film source – building up an image</p>	<p>Letter writing activity (Rachet) What kind of character is he? Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Comprehension sheet part 2 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 4</p>	<p>Learning Objective: To practise and develop different styles of writing (recount).</p> <p>Key questions Can I discuss events from the section of the story? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>What other characters can you name in the story? Who is the protagonist and who do you suspect to be the antagonist in the story?</p>	<p>Write a brief outline in pairs on their background and what you may 'suspect' about them? Refer to the class handouts Class/group discussion Comprehension sheet part 3 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 5</p>	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 6&7 of MOTOE.</p> <p>Key questions: Can I read the text? Can I make write to correct answer in the text? Can I recall key points from the text by answering questions? Can I comment on writer's use of language?</p>	<p>AO5 AO6</p>	<p>Complete addition writing on personal views: can I work out who will be the next victim?</p>	<p>Complete reading comprehension with the book source to assist with locating some important information. Discuss in your group the mystery surrounding Monsieur Rachett's murder Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Comprehension sheet part 4 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 6</p>	<p>Learning Objective: To practise and develop different styles of writing (recount).</p> <p>Key questions Can I discuss events from the section of the story? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>Can I design a character that is a villain? Is it a human or creature? What makes them a villain?</p>	<p>Use the worksheet to colourfully create / design a villain. Remember to give them a name or a label? Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Comprehension sheet part 5</p>	

T6_ Medium Term Plan -Term
Murder on the Orient Express

<p>Part 7</p>	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 8&9 of MOTOE.</p> <p>Key questions: Can I read the text? Can I read the vocabulary from the book? Can I obtain specific information detailed in the book? Can I recall key points from the text by answering questions?</p>	<p>AO5 AO6</p>	<p>What was the reason for Poirot having another word with Monsieur McQueen?</p> <p>Being a detective: can you complete the Detective Clues task by seek out work your class peer is?</p>	<p>Complete the reading comprehension sheet to support your answer in addition to the True/False questions</p> <p>Comprehension sheet part 6 Differentiated worksheets: purple/blue for RS & TB</p> <p>Do not put you name on the task sheet, once completed start your investigation with a friend to find out who is who?</p> <p>Comprehension sheet part 7 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 8</p>	<p>Learning Objective: To practise and develop different styles of writing (recount).</p> <p>Key questions Can I discuss events from the section of the story? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>For what reason did Inspector Poirot decide to take the Simpleton Orient Express to London?</p>	<p>Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Comprehension sheet part 8 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 9</p>	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 10&11 of MOTOE.</p> <p>Key questions: Can I read the text? Can I develop the theme in the story by suggesting who I would like to be the murderer? Can I recall key points from the text by answering questions? Can I comment on writer's use of language?</p>	<p>AO5 AO6</p>	<p>Why do you think Miss Debenham was concerned about missing her connection on the Oriental Express rather than remaining in Istanbul as planned?</p>	<p>Group discussion – who would you choose to be the murderer and why?</p> <p>Comprehension sheet part 9 Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 10</p>	<p>Learning Objective: To practise and develop different styles of writing using descriptive words.</p> <p>Key questions Can I discuss events from the section of the story to plan my ideas? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>Can I plan ideas for a detective story?</p>	<p>Organising a detective story using descriptive words to expand on writing (SPAG)</p> <p>Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Differentiated worksheets: purple/blue for RS & TB</p>	
<p>Part 11</p>	<p>Learning Objective: To demonstrate an understanding of places, characters and events in chapters 12 of MOTOE.</p> <p>Key questions: Can I read the text?</p>	<p>AO5 AO6</p>	<p>What description did Hildegarde Schmidt make of someone that was wearing dark hair?</p>	<p>Complete worksheet to support writing in exercise book</p> <p>Film version (online) https://www.youtube.com/watch?v=Cn1v0N_I3zl Differentiated worksheets: purple/blue for RS & TB</p>	

T6_ Medium Term Plan -Term
Murder on the Orient Express

	Can I recall key points from the text by answering questions? Can I comment on motive of the murderer?				
Part 12	<p>Learning Objective: To practise and develop different styles of writing (recount).</p> <p>Key questions Can I discuss events from the section of the story? Can I use interesting language in my writing? Can I punctuate my work accurately?</p>	<p>AO5 AO6</p>	<p>Who did the handkerchief with the initial H belong to in chapter 14?</p> <p>Class quiz: I can complete fun task in a small group?</p>	<p>Complete the Report writing task from the reading comprehension exercise Differentiated worksheets: purple/blue for RS & TB</p> <p>Class Quiz Differentiated worksheets: purple/blue for RS & TB</p>	
Part 13	<p>Learning Objective: To</p> <p>Key questions: Can I explore vocabulary from the book? Can I identify themes in the book? Can I answer questions on the story?</p>		<p>Can you summarise in your own words what you thought of the story? Mention also whether you enjoyed the book or the film?</p>	<p>Have a look at the Orient express Newspaper article. Titan story. Write up some sentences of your own (simple/compound) to complete the missing information. Differentiated worksheets: purple/blue for RS & TB</p>	