**Wonder: Scheme of Work (Y8)**

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| *Lesson Number*: **One** | *Topic*:Introduction to the Novel | *Assessment Foci:*Reading AF2, AF3 |
| *Learning Objective(s)*:1. Explore the main characters and begin to understand August's point of view
2. Relate the novel to the song that inspired it
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Character log notesLinking the novel to the song | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; character log worksheet; ‘Wonder’ by Natalie Merchant |
| *Starter*:* Explore the book cover, promotional material and blurb to make predictions about the novel
 |
| *Development*:* Class reading of pages 1-16
* Pupils to begin filling out the character log with information on the main characters **[Character Log Worksheet]**
 |
| *Plenary*:* Pupils to listen to Natalie Merchant’s ‘Wonder’ and make connections with the novel **[Song]**
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| *Homework*:* Pupils to research Treacher-Collins syndrome and write down 5 facts in their exercise books
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| *Lesson Number*: **Two** | *Topic*:Inference & Empathy | *Assessment Foci:*Reading AF2, AF3 Writing AF1, AF2 |
| *Learning Objective(s)*:1. Use evidence from the text to make inferences about characters
2. Creative empathetic writing that explores thoughts & feelings
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:First impressions worksheetDiary entry | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; first impressions worksheet; post-it notes |
| *Starter*:* Pupils to write down their most interesting fact on a post-it and stick it to the whiteboard. Class discussion of research and how this will affect the life of August **[Post-it notes]**
 |
| *Development*:* Class reading of pages 17-34
* Pupils to complete the first impressions worksheet in pairs **[First Impressions Worksheet**]
* Pupils to complete hot seating activity leading to a diary entry
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| *Plenary*:* Pupils to swop exercise books and peer assess: two stars & a wish (assessment criteria on PowerPoint)
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| *Homework*:N/A |

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| *Lesson Number*: **Three** | *Topic*:Selecting & Retrieving Information | *Assessment Foci:*Reading AF6 |
| *Learning Objective(s)*:1. Select & retrieve information from the text
2. Relate events in the novel to our own lives
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Comprehension questions | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; post-it notes |
| *Starter*:* Grammar task (linked to whole school literacy focus)
 |
| *Development*:* Class reading of pages 35-53
* Class discussion of their first day at primary school
* Pupils to complete the comprehension questions
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| *Plenary*:* Pupils to write first day emotions on post-it notes and stick on the whiteboard to create a collage of feelings. Teacher to choose post-its and pupils to relate them to the novel or themselves **[Post-it notes]**
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| *Homework*:N/A |

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| *Lesson Number*: **Four** | *Topic*:Precepts | *Assessment Foci:*Reading AF3 Writing AF2 |
| *Learning Objective(s)*:1. Explore the opinions and feelings of the characters in the novel
2. Create your own precept and explain its meaning to others
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Precept explanation Personal precept | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; precepts explanation worksheet  |
| *Starter*:* Pupils to explain the possible meanings of several precepts **[Precepts Explanation Worksheet]**
 |
| *Development*:* Class reading of pages 54-67
* Class discussion of Mr Browne’s precept and its meaning
* Pupils to create their own precept with explanation
 |
| *Plenary*:* Pupils to swop books and read each other’s precepts and then explain how their partner’s precept could relate to their life.
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| *Homework*:N/A |

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| *Lesson Number*: **Five** | *Topic*:Empathy | *Assessment Foci:*Reading AF5, AF6 |
| *Learning Objective(s)*:1. Explore the thoughts & feelings of August
2. Infer & deduce by using evidence from the text
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:August’s feelings worksheetFreeze frame | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; August’s feelings worksheet |
| *Starter*:* Grammar task (linked to whole school literacy focus)
 |
| *Development*:* Class reading of pages 68-80
* Class discussion of August’s feelings in ‘The Bleeding Scream’ chapter. Pupils to complete graph
* Pupils to complete August’s feelings table **[August’s Feelings Worksheet]**
* Pupils to create a freeze frame of a key event (with thought track)
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| *Plenary*:* Each group to perform their freeze frame and receive feedback from audience
 |
| *Homework*:* Pupils to research John Merrick and relate his situation to August.
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| *Lesson Number*: **Six** | *Topic*:Author’s Craft | *Assessment Foci:*Reading AF5, AF6 |
| *Learning Objective(s)*:1. Explore the author’s craft and understanding the importance of point of view in writing
2. Compare and contrast the lyrics from *Space Oddity* to the novel
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Character logSpace Oddity lyrics analysis | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; David Bowie’s song; Space Oddity lyrics worksheet |
| *Starter*:* Class discussion of the Via’s point of view: how will it affect the story? What are the author’s intentions?
 |
| *Development*:* Class reading of pages 81-102
* Adding information to the character log (from lesson one)
* Listen to ‘Space Oddity’ by David Bowie. Explore the lyrics and make links to the novel **[David Bowie’s song] [Space Oddity Lyrics Worksheet]**
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| *Plenary*:* Pupils to create five comprehension questions based on today’s reading for another pupil to answer
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| *Homework*:N/A |

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| *Lesson Number*: **Seven** | *Topic*:Exploring Characters | *Assessment Foci:*Reading AF2, AF3 |
| *Learning Objective(s)*:1. Explore characters through creative writing and drawing
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Halloween costumeDiary entry | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Pupils to answer their neighbour’s comprehension questions from previous lesson
 |
| *Development*:* Class reading of pages 103-117
* Pupils to create their own Halloween costume for one of the major characters and explain their choices
* Extension task: write a diary entry about the character’s Halloween night
 |
| *Plenary*:* Pupils to share their work with the whole class and receive verbal feedback
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| *Homework*:N/A |

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| *Lesson Number*: **Eight** | *Topic*:Exploring Characters | *Assessment Foci:*Reading AF2, AF3 |
| *Learning Objective(s)*:1. Explore characters through creative writing and drawing
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Character playlistNovel summary | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Grammar task (linked to whole school literacy focus)
 |
| *Development*:* Class reading of pages 118-132
* Pupils to create a playlist of music for one (or more) of the main characters with explanations
 |
| *Plenary*:* Pupils to write a summary of the novel so far in less than 100 words – focus on grammar task
 |
| *Homework*:* Pupils to choose one song from their list, print out the lyrics and annotate it with references to the novel
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| *Lesson Number*: **Nine** | *Topic*:Writing from a different POV | *Assessment Foci:*Reading AF6, Writing AF1 |
| *Learning Objective(s)*:1. Be able to write from a character’s point of view
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Julian’s point of view | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Class discussion of *The Little Prince* epigraph with links to the novel
 |
| *Development*:* Class reading of pages 133-154
* Character log update and discussion of the character of Julian
* Pupils to rewrite a scene from Julian’s point of view, exploring his thoughts & feelings
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| *Plenary*:* Pupils to swop exercise books and peer assess: two stars & a wish (assessment criteria on PowerPoint)
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| *Homework*:N/A |

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| *Lesson Number*: **Ten** | *Topic*:Exploring Subtexts | *Assessment Foci:*Reading AF3, AF5 |
| *Learning Objective(s)*:1. Be able to understand the hidden meaning behind words
2. Be able to explore formal & informal language choices
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Exploring subtextsFacebook page | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; exploring subtexts worksheet; postcard worksheet; Facebook page worksheet |
| *Starter*:* Students to complete the difference between watch is said and meant table **[Exploring Subtexts Worksheet]**
 |
| *Development*:* Class reading of pages 155-174
* Class discussion of the electronic correspondence – question prompts on PowerPoint
* Pupils to create a Facebook page for one of the characters – focus on language choices **[Facebook Page Worksheet]**
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| *Plenary*:* Class predictions of what will happen next
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| *Homework*:* Complete a precept postcard – due next lesson! **[Postcard Worksheet]**
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| *Lesson Number*: **Eleven** | *Topic*:Language Analysis | *Assessment Foci:*Reading AF5, AF6 |
| *Learning Objective(s)*:1. Understand the character of Jack
2. Be able to use PEE to display your knowledge of the character
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Postcard precept paragraphPEE Paragraph | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Pupils to swop postcard precepts – they must try to explain their partner’s precept & relate it to them
 |
| *Development*:* Class reading of pages 175-185
* Pupils to draw Jack and label the picture with ideas about his character
* Pupils to use PEE to answer the following question: what do we learn about Jack as a character in pages 175-185?
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| *Plenary*:* Pupils to create a checklist of criteria for a successful PEE chain
 |
| *Homework*:N/A |

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| *Lesson Number*: **Twelve** | *Topic*:Language Analysis | *Assessment Foci:*Reading AF5, AF6 |
| *Learning Objective(s)*:1. Understand the character of Justin
2. Be able to use PEE to display your knowledge of the character
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Three PEE chains | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Pupils to swop books and peer assess (two stars & a wish) the previous lesson’s PEE chain
 |
| *Development*:* Class reading of pages 186-204
* Pupils to log ideas about Justin on the whiteboard as his section is read
* Pupils to create three PEE chains about Julian
 |
| *Plenary*:* Pupils to read out their PEE chains and receive verbal feedback
 |
| *Homework*:N/A |

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| *Lesson Number*: **Thirteen** | *Topic*:Selecting & Retrieving Information | *Assessment Foci:*Reading AF2, AF3 |
| *Learning Objective(s)*:1. Select & retrieve information from the text
2. Infer & deduce ideas from the text
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Comprehension questions | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Grammar task (linked to whole school literacy focus)
 |
| *Development*:* Class reading of pages 205-227
* Pupils to complete the comprehension questions in their exercise books
 |
| *Plenary*:* Class feedback on answers with discussion of what makes an effective extended answer.
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| *Homework*:N/A |

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| *Lesson Number*: **Fourteen** | *Topic*:Analysing a Character | *Assessment Foci:*Reading AF2 |
| *Learning Objective(s)*:1. Know the key information for one of the main characters
2. Be able to analyse a main character
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Character analysis | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; character tree worksheet |
| *Starter*:* Pupils to predict what will happen in the school play
 |
| *Development*:* Class reading of pages 228-248
* Pupils to update the character log
* Pupils to analyse the emotional journey of a main character **[Character Analysis Tree Worksheet]**
 |
| *Plenary*:* Class discussion of the different characters, their key moments & where they belong on the character tree
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| *Homework*:N/A |

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| *Lesson Number*: **Fifteen** | *Topic*:Autobiographical Writing | *Assessment Foci:*Writing AF1, AF5 |
| *Learning Objective(s)*:1. Understand how to vary your sentence openings
2. Be able to create a piece of autobiographical writing
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Autographical description of a school trip | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Class discussion of how to vary your sentence openings
 |
| *Development*:* Class reading of pages 249-270
* Pupils to write an autobiographical description of a school trip – emphasis on sentences
 |
| *Plenary*:* Pupils to swop books and peer assess (two star & a wish) – assessment criteria on the PowerPoint
 |
| *Homework*:* Pupils to write up a paragraph that predicts what will happen on the school trip
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| *Lesson Number*: **Sixteen** | *Topic*:Exploring Characters | *Assessment Foci:*Reading AF2, AF3 |
| *Learning Objective(s)*:1. Explore the opinions and feelings of the characters in the novel
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Precepts | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels |
| *Starter*:* Pupils to read and discuss their predictions for the end of the novel
 |
| *Development*:* Class reading of pages 271-288
* Pupils to choose a precept from the appendix and explain how it relates to the character and their life
* Extension task: create an alternative front cover for the novel
 |
| *Plenary*:* Pupils to read out their work and receive verbal feedback
 |
| *Homework*:N/A |

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| *Lesson Number*: **Seventeen** | *Topic*:Writing a Review | *Assessment Foci:*Writing AF2, AF4 |
| *Learning Objective(s)*:1. Know the structure of a review
2. Understand how to use adjectives to express your personal opinion
 | *National Curriculum*:Critical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2) |
| *Learning Outcome(s)*:Wonder review annotatedPupil book review | *Equipment*:SMART board; whiteboard; exercise books; stationery; novels; Wonder review |
| *Starter*:* Pupils to make their final predictions about how the novel will end
 |
| *Development*:* Class reading of pages 289-310
* Pupils to read the review and annotate it to explore its structure and language techniques **[Wonder Review Worksheet]**
* Pupils to write their own review following the correct structure
 |
| *Plenary*:* Class discussion of the novel, comparing it to other novels and making links with other reading
 |
| *Homework*:N/A |