**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 notes  Linking 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]** | | |
| *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 worksheet  Diary 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 | | |
| *Plenary*:   * Pupils to swop exercise books and peer assess: two stars & a wish (assessment criteria on PowerPoint) | | |
| *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 | | |
| *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]** | | |
| *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. | | |
| *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 worksheet  Freeze 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) | | |
| *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 log  Space 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]** | | |
| *Plenary*:   * Pupils to create five comprehension questions based on today’s reading for another pupil to answer | | |
| *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 costume  Diary 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 | | |
| *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 playlist  Novel 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 | | |
| *Plenary*:   * Pupils to swop exercise books and peer assess: two stars & a wish (assessment criteria on PowerPoint) | | |
| *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 subtexts  Facebook 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]** | | |
| *Plenary*:   * Class predictions of what will happen next | | |
| *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 paragraph  PEE 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? | | |
| *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. | | |
| *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 | | |
| *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 annotated  Pupil 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 | | |