# Scheme of work: Component 1 - Pets

Introduction

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set non-exam assessment (NEA) is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Pets, a theme for Component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [our website.](http://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970)

The scheme of work is organised to reflect the [scope of study](http://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970/subject-content/scope-of-study) containing:

* reading and comprehension
* writing
* spoken language.

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Unit overview

**Specification content**

* Take part in group discussions and make an individual presentation.
* Read a selection of non-fiction texts
* Use the text to learn how to:
	+ infer
	+ comment on language and structure
	+ evaluate ideas
	+ express personal preferences.
* Learn how to plan, write, edit and proofread a piece of informative writing (script, article).

**AOs (assessment objectives) to be assessed**

* **AO1:** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
* **AO2:** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
* **AO4:** Evaluate texts and support this with appropriate textual references.
* **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
* **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
* **AO7:** Demonstrate presentation skills.
* **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
* **AO9:** Use spoken English effectively in speeches and presentations.

**Suggested resources**

* Pet themed books/videos.
* Internet access.
* Instructional pet care text.
* Pet based infographic.
* Writing frames.
* Found poster.
* Assessment sheets.

**Lesson 1**

Read and understand a range of texts: Preparing for Spoken Language task (Stage 1).

**AOs to be assessed**

AO8

**Starter**

* Give each student the name of a pet (rabbit, snake, dog, cat, goldfish, iguana, budgerigar…) on a card. They must keep their ‘pet’ secret.
* Put students into pairs. Explain that they are going to try and guess the ‘pet’ on their partner’s card by asking a maximum of five yes/no questions.
* Model a yes/no question eg does your pet have fur?
* Students can then either write five yes/no questions that they want to ask. This can be done verbally instead.

**Activity**

* Explain that they are going to conduct some research into different pets. Students can then either choose to stick with the ‘pet’ they have been given or swap with a classmate. Students conduct research, this could include: internet research, books, videos etc.
* Research questions could include:
	+ Where do they originate from?
	+ What do they cost to buy?
	+ What do they cost to keep each month?
	+ What do they eat?
	+ How do you take care of them?
	+ What equipment do they need?
	+ What is the best habitat for them?
	+ 5 pros of owning the pet?
	+ 5 cons of owning the pet?

**Lesson 2**

* Listen and respond appropriately: Spoken Language (Stage 1).
* Students will need their research from the previous lesson.

**AOs to be assessed**

AO1

**Starter**

* Play the verbal literacy game ‘How Many?’ Split the class into teams and give each team a mini whiteboard and pen.
* Students must listen to you read out an animal-based question.
* They then have 60 seconds to talk to each other, listen to responses and record their team’s ideas.
* After the 60 seconds are up, they hold up their boards. The team with the most correct answers earns the point.
* Questions may include:
	+ How many animals can you name that hatch from eggs as babies?
	+ How many animals can you name that are herbivores?
	+ How many animals can you name that have patterns on their bodies?
	+ How many insects can you name that have six legs?
	+ How many animals can you name that are carnivores?
	+ How many birds can you name that cannot fly?

**Activity**

* Now that students have had the opportunity to research different types of pets, they will now work together and use their individual research collectively to discuss the advantages and disadvantages of owning pets.
* The aims of the meeting are:
	+ to discuss different pets that people own
	+ to talk about the advantages and disadvantages of owning different types of pets
	+ to share their family’s opinions on pets
	+ to decide what you think the best type of pet (or not) for their family would be.
* Students may like to record their ideas collectively on A3 paper or individually in their books.
* Feedback ideas to the whole class.

**Key suggestions**

Use this as an opportunity to complete the Spoken Language teacher annotation box on page five of the NEA for Stage 1. Ensure you provide some context of the task, link your annotations to the AOs and note some key contributions that the students have made.

**Lesson 3**

* Planning a presentation: Preparing for Spoken Language task (Stage 2).
* Students should be given access to their research and the Stage 1 outcomes from the previous lesson.

**AOs to be assessed**

AO8

**Starter**

* Ask students to [‘Think. Pair. Share’](https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy) ideas for what makes an interesting presentation.
* Take feedback from the class noting their ideas on the board.
* Watch a video about how to make Individual Researched Presentation, such as, [example 1](https://www.bbc.co.uk/bitesize/guides/ztrj2p3/video). Do they need to add anything to their initial ideas?

**Activity**

Explain that they are going to use the presentation ideas to prepare their own presentation showcasing their ideas for the advantages and disadvantages of pet ownership. This should include explaining why they think or don’t think owning a particular pet is a good idea.

**Key suggestions**

You could provide a scaffold for Silver students to follow. Presentations could take the form of a PowerPoint, slideshow or flash cards. Students may require additional time to complete and edit their speech or presentation.

**Lesson 4**

Delivering the presentation: Spoken Language task (Stage 2).

**AOs to be assessed**

AO7, AO8 and AO9

**Starter**

* Explain that eye-contact, gesture and posture can all add to the impact of your talk. Ask students to stand up. Without speaking ask them to show you (using their bodies) that they are:
	+ passionate about what they are saying
	+ listening
	+ interested in your question
	+ not quite sure/uncertain/thinking
	+ don’t agree with what you have said
	+ confident in what they are saying
	+ agree with what you have said.
* Then read through or take the [Personal Presence Revision and Test.](https://www.bbc.co.uk/bitesize/guides/zcmf39q/revision/4)

**Activity**

Students will deliver their presentation to the class or a smaller group or 1:1 to an adult (PowerPoint/slideshow/flash cards). If delivering to a group, you could incorporate some peer assessment, such as [example 1](https://www.tes.com/teaching-resource/peer-assessment-sheet-6294344) or [example 2](https://www.tes.com/teaching-resource/speaking-and-listening-peer-assessment-chart-6152053).

**Key suggestions**

Use this as an opportunity to complete the Spoken Language teacher annotation box on page five of the NEA for the Stage 2 part of the task. Ensure you provide some context of the task, link your annotations to the AOs and note some key contributions that the students have made.

**Lesson 5**

Read an instructional text.

**AOs to be assessed**

AO1

**Starter**

* Put students into groups. Give them a set of instructions regarding an aspect of pet care that have been cut up. (You may need to create your own using picture stimuli for Entry Level 1 students).
* Ideas could include:
	+ [Preparing your chickens for a show.](https://www.wikihow.com/Show-Chickens)
	+ [Showing your rabbit](https://www.wikihow.com/Show-Rabbits).
	+ [How to walk a dog](https://www.wikihow.com/Walk-a-Dog#:~:text=Walking%20a%20Dog%3A%20Basics%201%201%20Put%20a,6%206%20Reward%20your%20dog%20with%20treats.%20).
* Ask students to work together to read and arrange the instructions in the correct order. Share their instructions with the class.

**Activity**

Using the instructions they rearranged in the starter, set students a range of AO1 style questions:

* EL1: Match numbers in the instructions to the statements in a table.
* EL2: Match numbers in the instructions to the statements in a table and answer some informational retrieval (AO1) style questions.
* EL3: Write a description for each number in the instructions and answer some informational retrieval (AO1) style questions.

**Lesson 6**

Extract information from an infographic.

**AOs to be assessed**

AO1

**Starter**

* Play guess the object.
* Using an enlarged photo or a drawn picture of a pet (ensuring students don’t see), cover the image with post-it notes.
* Students remove one off at a time to reveal the image – can they guess what the pet is?
* You can do this as a whole class activity, or put them in teams. (Interactive whiteboard software may have a function that allows you to do this on-screen).

**Activity**

* Explain to students that pictures can play a really important role in conveying and helping people to understand information. A text that does this very effectively is an infographic. Issue a pet based infographic text to students working in groups, such as [example 1](https://www.pinterest.co.uk/pin/34128909650091597/), [example 2](https://www.rspca.org.uk/webContent/staticImages/UnderstandingRabbitBehaviour.jpg) or [example 3](https://spcatx.blogspot.com/2020/04/a-visual-guide-to-cat-behavior.html).
* Ask students discuss and identify features the infographic has used.
* EL3 students can discuss the impact/effects of these features.
* Take feedback.
* Students could watch a video to assess whether there’s any key features they might have missed, such as [example 1](https://www.youtube.com/watch?v=rl9ZcfKt8sY) or [example 2](https://www.bing.com/videos/search?q=features+of+an+infographic&&view=detail&mid=5A4C929FE336263F3ED75A4C929FE336263F3ED7&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfeatures%2Bof%2Ban%2Binfographic%26FORM%3DHDRSC4).
* Students then work individually on an AO1 style task that requires them to locate information from that text.

**Lesson 7**

* Research information to create advert for an animal adoption.
* If possible, organise a visit to a local animal rescue centre to meet some of the animals that require adoption. Alternatively, invite the education officer from an animal rescue centre into school to talk about the work that they do.

**AOs to be assessed**

AO1

**Starter**

* Display an image of a pet in a rescue centre on the board. Such as [pet 1](https://www.bing.com/images/search?view=detailV2&ccid=ngbKfh2o&id=ABD43254B6DBA41E86A78BA603F563697D1DCCC8&thid=OIP.ngbKfh2o-ZgDAK8BsMXywAHaLH&mediaurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fR.9e06ca7e1da8f9980300af01b0c5f2c0%3frik%3dyMwdfWlj9QOmiw%26riu%3dhttp%253a%252f%252fmedia2.popsugar-assets.com%252ffiles%252f2014%252f01%252f08%252f972%252fn%252f1922441%252f1f160412ad4af41b_178833220.jpg.xxxlarge_2x%252fi%252fGive-Shelter-Pet-Home.jpg%26ehk%3dqItznjh3FmUh8muaoyASZFG4hlbW624kSwjZ591m54U%253d%26risl%3d%26pid%3dImgRaw%26r%3d0&exph=2048&expw=1365&q=animal+in+a+pets+home&simid=608048184402476270&FORM=IRPRST&ck=A88907A69821BA56C25931EC706DA8B2&selectedIndex=40&ajaxhist=0&ajaxserp=0), [pet 2](https://www.bing.com/images/search?view=detailV2&ccid=3DsDUgkJ&id=874841D7EE1D207F0322AD3106136C97B61323A6&thid=OIP.3DsDUgkJGKBFhj-F1jJRRgHaLH&mediaurl=https%3a%2f%2fkubrick.htvapps.com%2fhtv-prod-media.s3.amazonaws.com%2fimages%2firis-1546575676.jpeg%3fcrop%3d0.8888888888888888xw%3a1xh%3bcenter%2ctop%26resize%3d900%3a*&cdnurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fR.dc3b0352090918a045863f85d6325146%3frik%3dpiMTtpdsEwYxrQ%26pid%3dImgRaw%26r%3d0&exph=1350&expw=900&q=animal+in+a+pets+home&simid=608055932523332860&FORM=IRPRST&ck=65FA0B71BB1A50D15623B752C53319FB&selectedIndex=57&ajaxhist=0&ajaxserp=0) or [pet 3](https://www.bing.com/images/search?view=detailV2&ccid=F3wh05NH&id=8AE415A8EB82D155480253FAA658A3EC673F6D4A&thid=OIP.F3wh05NHtLhHaWC62OdeTQHaFM&mediaurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fR.177c21d39347b4b8476960bad8e75e4d%3frik%3dSm0%252fZ%252byjWKb6Uw%26riu%3dhttp%253a%252f%252ffrontpagemeews.com%252fwp-content%252fuploads%252f2018%252f11%252fiStock-145161405-750x526.png%26ehk%3dDJI4YZOU2ARqclL%252b5RndBjPLQzixgk67u%252f6J%252b%252b8EHXo%253d%26risl%3d%26pid%3dImgRaw%26r%3d0&exph=526&expw=750&q=cat+in+a+animal+charity&simid=608032284428105993&FORM=IRPRST&ck=4BA2068449AE224C68D73A4235010ADD&selectedIndex=19&ajaxhist=0&ajaxserp=0).
* Using the ’[Doughnut Sharing’](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampleclasstalk.aspx) technique, ask students to think of emotive words or phrases that would:
	+ create sympathy for the pet eg poor thing.
	+ create anger at the treatment of the pet eg who could do such a thing?
	+ create hope eg he still has a future.
	+ create feelings of love eg what a sweetie!
* Take feedback from the class, noting their ideas on the board.

**Activity**

Ask students to choose a pet that they would like to help find a new home for. They could look at the ‘adopt a pet’ pages on animal charity websites, such as: [The Blue Cross](https://www.bluecross.org.uk/rehome-pet), [The National Animal Welfare Trust](https://www.nawt.org.uk/rehoming/), or the centre that you have visited. Ask students to think about the following before they begin writing their advert:

* Target audience eg who do you want your advert to appeal to?
* Narrative hook eg how will you get people to read your advert?
* Key words eg what do you want your advert to achieve?
* Description of the pet eg what is their personality like? What do they look like?
* Persuasive words/phrases eg how will you get people to like the pet?
* Honesty eg is there anything about the pet that people need to be aware of?
* Visual appeal eg what pictures/colours/fonts will you use to get attention?
* Statistics eg what is the age, size of the pet? How long have they been at the charity?

**Lesson 8**

Use presentational devices to create an advert for a pet adoption.

**AOs to be assessed**

AO5

**Starter**

* Present students with a snake adoption advert. Make it really unappealing, in black and white with no presentational features. For example:

Misty is a corn snake. She was called Mouthy by her first owners because she bit the family. However, she was just a baby and they did not know how to handle her. She is 4 years old now and a great little snake. She doesn’t need very much fuss but she will need handling at least once a month. She will remember your smell for up to 4 weeks. If you do not handle her, she will become scared of you and may strike out and bite when you try put your hand into her tank. She will need to be fed once a month. She eats mice or rats. Her water will need to be changed every week. Her tank will need to be kept clean because snakes have a really good sense of taste and smell. She has been with us for 3 years and is lonely. She would thrive in a home with some tender loving care. She can be kept with other corn snakes but must be fed on her own.

* Put students into groups and provide this advert printed in the middle of an A3 piece of paper. Explain that students are only focusing on the presentation. What techniques can they add to improve this advert and find Misty a home? You could supply some [sentence starters](https://www.literacytoday.ca/home/talk/teaching-talk/talk-moves) to help guide the conversation.
* Take feedback, noting their suggestions onto the board.

**Activity**

Individually, ask students to use their plan from the previous lesson and the knowledge they have of presentational techniques to create their own advert for the pet they have selected. They may like to create their own design or use a template, such as [example 1](https://www.postermywall.com/index.php/posterbuilder/copy/12b644fb1e69c8786f0510bfcfda2fe9#.ZAZ1hxXP3rc) or [example 2](https://www.tes.com/teaching-resource/advert-template-6143106).

Students working towards Silver step may need a scaffold to support the task.

**Lesson 9**

Locating and understanding the effects of presentational devices.

**AOs to be assessed**

AO1

**Starter**

Give pairs a set of presentational devices and their meanings, such as [example 1](https://www.tes.com/teaching-resource/presentational-devices-lessons-6435133) and ask them to match the device to the meaning and then discuss the impact that it has on the reader. Alternatively, students working towards Gold step could play (in teams) a presentational devices multiple choice game, such as [example 1](https://www.educationquizzes.com/gcse/english/presentational-devices/#:~:text=Presentational%20devices%20include%3A%20titles%2C%20headings%2C%20subtitles%2C%20illustrations%2C%20captions%2C,visual%20tools%20which%20writers%20use%2C%20called%20%27presentational%20devices%27.).

**Activity**

* Give students a fellow classmate’s pet adoption advert. Explain that they are only going to be concentrating on presentation. Ask them to note:
	+ 4 brilliant techniques employed by the advert and explain why.
	+ 2 techniques that could be added and explain the impact that they would have.
* Work is handed back to the original student, who reflects on the advice and (where they think it is appropriate) adds in one or both of the presentational techniques.

**Lesson 10**

Expressing an opinion.

**AOs to be assessed**

AO4

**Starter**

Students stand in a circle. Issue each student with a [sentence starter card](https://www.eslbuzz.com/how-to-express-your-opinion-in-english/#:~:text=50%2B%20Useful%20Ways%20to%20Express%20Your%20Opinion%20in,...%208%208.%20Making%20Suggestions%20...%20More%20items), then provide an opinion on a pet. The person to the right then has to express an opinion using their sentence starter that carries on the conversation. For example:

* *I love* cats because they are so independent.
* *Well, I prefer* dogs because they are more loyal than cats.
* *I think* they both make great pets because they both help lower people’s stress levels.

**Activity**

* Explain that students are going to be expressing an opinion about adopting a pet. Using the snake pet adoption advert from Lesson 8 model the activity.
* Firstly, highlight all the reasons that make you want to adopt the pet. Then, using a different colour, highlight all the reasons why you would not want to adopt the pet. Having identified the reasons demonstrate how to extend that by adding an opinion. For example:
	+ Reasons based on the advert that would make me want to adopt the pet (snake) – The snake is lonely and that makes me feel sorry for her.
	+ Reasons based on the advert that would make me not want to adopt the pet (snake) – I don’t like mice and rats and so it would be difficult for me to feed the snake.
* Handout photocopies of students’ pet adoption adverts (to different partners to the previous lesson) and ask students to carry out the same exercise, as the one modelled.

**Lesson 11**

Understanding Inference in a ‘Found Pet’ poster.

**AOs to be assessed**

AO1

**Starter**

* Play an animal close-up picture quiz, such as [example 1](https://www.buzzfeed.com/natashajokic1/animal-close-up-quiz) or [example 2](https://www.tes.com/teaching-resource/close-up-animal-picture-quiz-tutor-activities-wolsey-academy-11902518). Using mini whiteboards, students record their answers to what animal they think the close-up picture belongs to. Ask some students to justify their answer: ‘Why did you choose that animal?’ ‘What are you basing that idea on?’
* Choose the answer that is the most popular.
* Once the quiz has finished, explain to students that they have just been using their inference skills to help them deduce the answers.

**Activity**

* Give students a ‘Found Pet’ poster. You may like to use a template to help you create it, such as [template 1](https://wepik.com/template/simple-geometric-found-dog-poster-r-305379047) or [template 2](https://www.mypetchild.com/tool/lost-pet-poster/).
* As a whole class look at the poster and pose an inference based question eg what makes the pet seem sad? What makes the people who have found the pet seem kind? What makes you think that the pet is lost?
* Model how you find a point and highlight it. Model how you use inference to explain it.
* In pairs ask students to identify points from the text in response to the question posed and then use their inference skills to explain the point.

**Lesson 12**

Analysing the effect(s) of language.

**AOs to be assessed**

AO2

**Starter**

* Using mini white boards ask students to record the ‘[odd word out](https://study.com/academy/lesson/odd-word-out-problems-definition-practice.html)’ in the game.
* You could try:
	+ dog, elephant, whale, snake – whale because it lives in water
	+ dog, cat, iguana, lion – lion because it is never kept as a pet
	+ butterfly, ant, bee, beetle – ant because it is the only one that begins with an ‘a’
	+ bear, rat, mare, hare – rat because it doesn’t rhyme with the other words
	+ lama, panda, hamster, alpaca – hamster because it doesn’t end in ‘a’.
* Watch a video about using the right words to create a poster, such as [example 1](https://www.bbc.co.uk/bitesize/topics/zdtsxbk/articles/z4knnrd). Can students add any other useful techniques used in posters?

**Activity**

* Prepare a set of Found Pet posters. These could be humorous. Put students into groups and assign each group a poster. Then ask them to analyse the writer's craft by thinking about:
	+ What words/phrases have been used by the writer to make you feel sorry for the pet? How do they persuade?
	+ What techniques has the poster used engage the reader – list at least 5 different techniques employed.
* Students present their posters and analysis back to the class.

**Lesson 13**

Organise information and ideas to plan a blog.

**AOs to be assessed**

AO5

**Starter**

* Put students into small groups. Watch the video [After the Rain](https://www.youtube.com/watch?v=qEaoaRpRRzo). Pause at key points to ask questions about the dog’s life. Ask students to discuss these (30 seconds) and record ideas on mini whiteboards or verbally feedback.
* Key questions could include all or some of the following:

0:23 - Who does the dog wake up with? What suggests that?

0:33 – Why / when does the dog approach the sheep?

0:51 – Who does the dog take the sheep to?

0:54 – How does the dog feel about the man? What tells you that?

1:11 – What does the man do to the sheep?

1:38 – Why does the man throw the fleece into the sky? What does the fleece look like

it might turn into?

2:01 – How does the dog feel about the weather? What tells you that?

2:08 – Why does the man put his hat on the dog?

2:30 – What is the dog’s job?

2:32 – What is the man’s job?

3:15 – What is wrong with the dog? How is he feeling? Why?

4:11 – What has happened to the man?

4:28 – What is the dog feeling? Why?

5:02 – What has happened outside? Why?

5:22 – What is the dog trying to do? Why?

5:55 – Why does the dog put the sheep in the house?

6:20 – What is happening to the sheep? Why?

6:42 – How does the dog feel? What might he do next?

7:14 – What has happened?

8:03 – How does the dog feel? Why?

**Activity**

* Explain that they are going to help the dog in the film by producing a blog all about him and the important work that he does.
* Students should begin planning their blog. A scaffold/prompt questions may prove helpful, such as:
	+ What is the title of the blog?
	+ What is the dog like?
	+ Where does he live/work?
	+ What does he do? What is his job?
	+ What skills does he need?
	+ Who helps him?
* Students may like to use a blog template, such as [example 1](https://www.tes.com/teaching-resource/social-media-blog-writing-template-11101775), or an electronic version, such as [example 2](https://www.tes.com/teaching-resource/how-to-make-a-blog-6011811).

**Lesson 14**

Organise information and ideas using the structural features to write a blog.

**AOs to be assessed**

AO5

**Starter**

* Ask students to [Think, Pair, Share](https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy) what the features of a blog are. Record these ideas on the board. Share a blog with students, such as [example 1](https://pressplaypets.com/the-ladies-have-arrived/) or [example 2](https://www.cats.org.uk/cats-blog/proud-to-be-a-serial-mature-moggy-adopter). Are there any additional features to add?
* Note, key features are:
	+ descriptive headline
	+ subheadings
	+ chatty/informal style
	+ pictures
	+ short sections
	+ a call to action/what they want the reader to do
	+ first-person/diary or journal style
	+ colours.

**Activity**

Ask students to use their plan from lesson 13 to begin writing their blog.

**Lesson 15**

Re-drafting blogs with a focus on spelling, punctuation and grammar (SPaG) and vocabulary choice.

**AOs to be assessed**

AO6

**Starter**

* Spell it out.Students have their books and pens ready. Start spelling a word letter by letter.
* The object of this exercise is for them to guess the word before you finish spelling it.
* Differentiated words for this exercise could include: dog, old, man, sad, wet, rain, wool, dead, home, puff, house, sheep, shear, storm, clouds, fleece, brambles, drought, miserable, heroic, tumble etc.

**Activity**

Students work with a partner on their blog to improve their spelling, punctuation, grammar and vocabulary choice.

**Lesson 16**

Newspaper articles.

**AOs to be assessed**

AO5

**Starter**

Watch a video about newspaper articles, such as [example 1](https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z739whv) or [example 2](https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zsdkkty).

**Activity**

* Display the picture from Michael Morpurgo’s [War Horse](https://www.bbc.co.uk/teach/school-radio/english-ks2-war-horse-michael-morpurgo-episode-3/zhj3hbk) on screen. Tell students that they are going to be collecting some facts about this heroic horse to help them write their own newspaper article. Students must write at least one question for each ‘W’ word:
	+ Model a question e.g. Where is the horse?
	+ What?
	+ Why?
	+ When?
	+ Where?
	+ Who?
* Listen to an episode from Michael Morpurgo’s [War Horse](https://www.bbc.co.uk/teach/school-radio/english-ks2-war-horse-michael-morpurgo-episode-3/zhj3hbk) and try to collect facts that answers the questions written. Students working towards Gold step should also be asked to collect some short quotations.
* Share facts gathered with the rest of the class.

**Lesson 17**

Spelling, punctuation and grammar.

**AOs to be assessed**

AO6

**Starter**

* Present students with some newspaper headlines with spelling errors eg
	+ (EL1) Bad Dey for Wor Horse.
	+ (EL2) Wot Ever Nxt for Hero Hors?
	+ (EL3) Heroik Horse Helpig.
* On mini whiteboards students identify and correct the spelling errors.

**Activity**

* Put students into small writing groups. Explain that they are going to work together to produce the newspaper article that they planned the previous day. For EL3 (GCSE Ready students) this could be differentiated by tasking them to produce different styles of newspaper article eg tabloid or broadsheet.
* Begin by asking them to come up with a headline. Ask them to share that with the group. Then, as a whole class model writing the ‘Lead Line/Hook’. Then ask students in their groups to complete writing the article. Students may benefit from using a scaffold or writing frame such as [example 1](https://ihelptostudy.com/writing-newspaper-articles-grade-6.html), [example 2](https://www.tes.com/teaching-resource/newspaper-report-planning-template-6418373) or [example 3](https://discoverydiaries.org/wp-content/uploads/2019/03/Discovery-Diaries-Article-Planning-Template.jpg).
* Once completed, students share their newspaper articles with the class.
* As an extension, students could word process their article on the computer.

3.1.3 Spoken language

**Cross-curricular links**

* **Art:** Research and investigate the techniques employed by famous animal artists eg *C M Coolidge, Louis Wain or Franz Marc.*
* **Science:** Animal Biology/physiology.
* **Drama:** Pet based drama lessons.
* **Maths:** Money and budgeting.
* **Design Technology:** Design and build a ‘house’ for a chosen pet.
* **Geography:** Research different places in the globe that pets come from. Investigate the impact of the exotic pet trade on animal populations worldwide.
* **History:** The role that animals played in war. Useful [resource 1](https://animalsinwar.org.uk/history/), [resource 2](https://www.iwm.org.uk/history/15-animals-that-went-to-war) or [resource 3](https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zndqf4j).

**Suggested field trips**

* Animal shelter.
* Petting zoo/farm.
* Zoo/wildlife park.