

Subject: English, Y7

Medium term plan Y7 - Coraline

Unit planning and evaluation sheet:

Unit 2	Title: Coraline
<p>Why are you teaching it? What do they need to know?</p> <p>Misconceptions?</p>	<p>We are teaching this unit in order to further develop the students' reading comprehension, particularly developing their inference skills and their ability to form their own interpretations of what they have read. We are also teaching this unit in order for them to improve their close language analysis skills as they focus on the writers' use of linguistic devices and write analytically about these. The unit also provides opportunities for the students to improve their own creative writing, using Coraline and the techniques used by Gaiman to support and inspire their own work. Frequent opportunities for discussion will also improve students' oracy skills and their confidence in discussing and putting forward their own opinions about any given text.</p> <p>The students will need to know:</p> <ul style="list-style-type: none">● How to select appropriate quotes to analyse● How to use linguistic devices to make their own creating writing engaging for the reader● How writers use linguistic devices to create a range of effects● How to use a range of reading strategies● How writers create tension● How to use persuasive writing techniques <p>Misconceptions around more complex vocabulary will be addressed throughout the reading of the novel with targeted questioning</p>

<p>Why are you teaching it now?</p> <p>What prior learning do students have?</p>	<p>Our curriculum is research based and we use the University of Sussex Faster Read model that suggests reading two thematically linked novels back to back, at the start of each year at KS3. <i>Coraline</i> and its paired novel (<i>The Dark Lady</i>) both include a protagonist navigating gothic and dangerous landscapes. The language in <i>Coraline</i> is simpler than in <i>The Dark Lady</i> (which also has more mature themes) hence studying it first.</p> <p>This novel deals with mature themes (ableism, abuse, infidelity, violence) and some language that is not appropriate to cover with students until now. We are teaching this novel now in order to build on the textual analysis skills that students began to develop in their first module, with a greater focus on language analysis and how writers engage the reader such as through the use of tension.</p> <p>Prior learning includes how to write analytically about a character, inference skills, how to select quotes, empathy/personal response skills, identifying genre and a variety of reading strategies.</p>
<p>How will students be assessed?</p>	<ul style="list-style-type: none"> • Weekly key concept tests, reviewing key vocabulary for the unit. • Peer assessment of an analytical paragraph on fear (Lesson 7). • End of Unit assessment: How does Neil Gaiman create tension throughout <i>Coraline</i>?
<p>Tier 3 Vocabulary</p>	<p>Derelict Nefarious Fiendish Petulant Trivialities</p>
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • Understanding of Social and Historical Context: <i>Coraline</i> is set in a large house in Britain, based on the writer's own experiences of living in a similar building. The novella explores the experiences of a young girl moving to a new home and living with new and unusual neighbours. . Students will discuss the issues of loneliness and feeling displaced. • Appreciation of Literature and Drama: <i>Coraline</i> is a well-known and well-regarded example of British literature. By studying the novel, students can gain an appreciation for the craft of writing and the techniques used in novels, such as character development, dialogue, and plot. In particular, this novel draws on the literary heritage of gothic horror, incorporating key themes

	<p>and tropes seen in gothic writing throughout history. Students will develop their understanding of this literary tradition through their study of Coraline.</p> <ul style="list-style-type: none"> • Exploration of Themes and Issues: Coraline deals with themes such as loneliness, fear and bravery. Students can explore these themes and issues through the characters and events of the play and apply their insights to their own lives and society as a whole. • Exposure to Diverse Perspectives: Coraline explores the perspective of a young girl moving to a new home. This perspective allows students to make connections with their own experiences.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>Oracy</p> <p>Read more complex vocabulary aloud Vocalise their own opinions on a text and support these with evidence</p>
As a result of assessment what % of students can achieve these focus skills.	<p>Literacy:</p> <p>Improved extended writing using clear success criteria Descriptive COMPASSES techniques to use in their own writing To spell and use new vocabulary higher tier vocabulary correctly including derelict, acrid, abandon Persuasive language techniques Improved reading comprehension</p>
	<p>SEND</p> <p>Support tasks given on the slides Sentence starters given by the teacher and on the slides Think, pair, share to writing tasks to support and inspire pupils Use of PCS 10 for SEND strategies. Targeted questioning Modelling work, such as the live modelling of analytical paragraphs in Lesson 6 & 16 Group work pairings to support the student to succeed</p>