

Lessons per week: 4 Group(s): Wood, Fuller and Tomlin and Weir

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

Students will read for pleasure and information through a range of material, including stories, scripts, poetry and other imaginative writing.

Students will plan, draft, edit and proof-read their own writing to reflect the audience and purpose for which it was intended.

Students will consolidate and build on their knowledge of grammar and vocabulary through reading Standard English, using it confidently in their own writing and speech.

	Topic	Learning Objectives	Tasks	Assessed LO
W1	<ul style="list-style-type: none"> - Making Predictions - The Man in the Garage - Reading for Subtext 	<p>To make predictions about the genre, story and characters in <i>Skellig</i>.</p> <p>To read for implications and select quotations from the text.</p> <p>To investigate the subtext in an extract from <i>Skellig</i>.</p>	<ul style="list-style-type: none"> • Examine the cover of the novel and make predictions. • Learn about the author • Read the first paragraph and identifying questions • Consider implications about the character of Michael. • Select quotations from the text as evidence about the man in the garage. • Use subtext to create an imaginative interpretation. 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>Quotation worksheet/research</p>
W2	<ul style="list-style-type: none"> - Winged Creatures - Mina - Sensory Description 	<p>To investigate a motif in <i>Skellig</i>.</p> <p>Consider the character of Mina and her fascination with William Blake.</p> <p>Investigate sensory description.</p>	<ul style="list-style-type: none"> • Identify examples of foreshadowing • Understanding symbols and motifs • Explain the use of a symbol in the novel • Learn about William Blake • Reading and understanding a Blake poem • Consider how and why Mina is influenced by Blake • Identifying sensory description in Chapter 20 • Explore the effects of sensory description • Create a descriptive passage using sensory detail 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>Quotation/research worksheet</p>

W3	<ul style="list-style-type: none"> – Dreams – Archaeopteryx – Leakey and Coot 	<p>To investigate connotations in Chapter 22.</p> <p>To investigate scientific terms used within <i>Skellig</i>.</p> <p><i>To analyse character dynamics in Skellig.</i></p>	<ul style="list-style-type: none"> • Identifying symbols in Michael’s dream • Exploring connotations about the nature of <i>Skellig</i> • Writing a summary of ideas about <i>Skellig</i> • Analysing a description of <i>Skellig</i> • Researching scientific terms used by Mina • Applying understanding of terms to theories about the novel • Recapping knowledge of Leakey and Coot • Roleplay in the characters of Leakey, Coot, Mina and Michael • Writing a creative piece in the characters of Leakey, Coot or Mina 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>Quotation/research worksheet</p>
W4	<ul style="list-style-type: none"> –Lyricism – Persephone 	<p>To explore lyricism in writing</p> <p>To analyse the symbolism of the Persephone myth</p>	<ul style="list-style-type: none"> • Understanding what lyrical writing is • Identifying what makes Almond’s writing lyrical • Creating a piece of lyrical writing • Understanding the events in the novel so far • Reading about the myth of Persephone • Exploring links between the myth and <i>Skellig</i> 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>Quotation/research worksheet</p>
W5	<p>L 12 – Building Tension</p> <p>L 13 – Goodbye</p>	<p>To evaluate how Almond builds tension in Chapter 40 of <i>Skellig</i></p> <p><i>To explore the implications about the character of Skellig</i></p>	<ul style="list-style-type: none"> • Understanding the stages of the narrative arc • Applying this understanding to the plot of <i>Skellig</i> • Evaluating how events build to create tension • Selecting evidence from the text about Michael’s mum’s dream • Inferring meaning from the text about the character of <i>Skellig</i> • Writing about Michael’s experience of <i>Skellig</i> 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>Quotation/research worksheet</p>
W6	<ul style="list-style-type: none"> – Resolution – 15 - Review 	<p>To explore the ending of the novel <i>Skellig</i></p> <p>To write a response to the novel <i>Skellig</i></p>	<ul style="list-style-type: none"> • Consider how the characters have changed over the course of the novel • Identifying elements of resolution in the novel • Identifying themes and motifs in the text • Plan the task • Write an extended piece • Review own writing 	<p>Comprehension questions</p> <p>Text analysis worksheet</p> <p>An extended piece of writing.</p>

