

Developing Literacy – Primary Transition Project

Year 6 Reading – Spy Fiction: Stormbreaker by Anthony Horowitz

Session	Framework Objective	Starter	Development	Plenary	Notes
1 MCN Chapter 1 Pages 3 - 7	Introduce the topic of Spy Fiction. Reading for meaning – how Horowitz created an engaging opening?	Get students to mind map what they already know about spy fiction as a genre. Challenge: ask each student to pose a question about the topic to the teacher.	<ol style="list-style-type: none"> 1. Introduce students to different book covers. Core: describe what you can see in the images. Challenge: what does the book cover reveal about the plot of the story? 2. Each student needs to create their own spy name and a name for their group. 3. Students read through a series of comprehension questions for clues before reading the chapter. 4. Students complete the comprehension questions to demonstrate their understanding of the story so far. 	Finally, students consider 'how has Horowitz created an engaging opening?' Students mind map their ideas in their books. Teacher gives each student a model example of a PEAWI paragraph and reads it with the class. Students are told that the aim of the topic is to develop their reading skills for secondary school.	Students should be issued with a print out of chapters 1-6.
2 MCN Chapter 1 Pages 7-11	To consider the development of plot. To be introduced to the PEAWI structure.	Students are asked to create their own definition of the word mystery. Challenge: how will the idea of mystery be relevant in today's lesson?	<ol style="list-style-type: none"> 1. Pair activity – students make notes on what they remember about Ian Rider from last lesson. 2. Students are asked to underline any examples of mystery from the text. 3. Students write down a list of five examples of mystery from the chapter. Students compare their lists with the person sitting next to them. 4. Students play 'keep it or junk it' to 	How has mystery been developed in the chapter? Students will label a model example of a PEAWI paragraph.	Issue PEAWI model paragraph.

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			<p>finalise a list of quotations agreed by the class. This will encourage students to select precise and relevant evidence.</p> <p>5. The teacher introduce the concept of PEAWI paragraphs and issue a model example.</p>		
<p>3 MCN</p> <p>Chapter 2 Pages 11- 16</p>	<p>To develop skills of close textual analysis.</p> <p>To identify language features in a text.</p>	<p>Introduce SOSMAPS devices.</p> <p>Core: copy down the definitions.</p> <p>Challenge: include your own definitions.</p> <p>Super challenge: create your own example of each device.</p>	<ol style="list-style-type: none"> 1. Pre – reading activity: consider the chapter name 'Heaven for Cars'. What do you think will happen in the chapter? 2. Students read from page 11 – 16 and answer some quick recall comprehension questions. 3. Students are introduced to an exam style extract question which they highlight and annotate. They then read an overview of the extract and finally read through the extract and summarise each key event. This will give students exam skills they will need at secondary level. 4. Finally, students highlight quotations relevant to the question and identify language devices. Teacher should model this process first. 	<p>Think aloud – the teacher uses the ideas from the class to model writing a PEAWI paragraph onto the board.</p> <p>Optional – students can copy the paragraph into their books.</p>	<p>Issue 'lesson 3 extract'.</p>
<p>4 TAS</p> <p>Chapter 2 Pages 17-20</p>	<p>To continue to develop close textual analysis.</p> <p>To understand the</p>	<p>Match the sentence type to the definition and example.</p> <p>Challenge: write your own examples of a</p>	<ol style="list-style-type: none"> 1. Pre- reading activity: students are asked to consider if the length of a sentence can have an impact on the reader. What does the word tension mean? 	<p>Students peer-assess each other's work using the peer assessment grid.</p>	<p>Issue 'lesson 4 extract'.</p> <p>Issue peer assessment</p>

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	impact of sentences used by a writer.	simple, compound and complex sentence.	<ol style="list-style-type: none"> 2. Students read from page 17 – 20. 3. Students are introduced to an exam style extract question which they highlight and annotate. They then read an overview of the extract and finally read through the extract and summarise each key event. This will give students exam skills they will need at secondary level. 4. Students will identify the use of sentences used to create tension in the extract. 5. Students will write a PEA paragraph analysing the impact of sentences used to create tension. 		grid.
5 TAS Chapter 3 Pages 22-30	To engage in speaking and listening activities to demonstrate understanding of a text.	Teacher swap – students write everything they have learnt so far in the topic on a post-it note. The teacher then picks a student to become the teacher and question the class.	<ol style="list-style-type: none"> 1. Students read pages 22 – 30 and complete comprehension questions. 2. In pairs, students are asked to discuss what they think happened to Ian Rider? They must refer to examples from the text in their discussion. 3. Page 27 - Where do you stand: should Alex jump out of the window and break into his uncle's office? 4. Students engage in a balloon debate to consider what characters are associated with Ian Rider's death. 	Plenary – students complete questions on the dramatic ending and consider what will happen next in the story.	Debate mate strategies.
6 HST	To learn the	What have you learnt	1. Students take down a definition of	Students are selected to	

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<p>Chapter 4 Pages 31-34</p>	<p>elements of characterisation and apply them to key characters in the text.</p>	<p>about Ian Rider?</p>	<p>characterisation and make notes on the key elements below: Dialogue Apppearance Behaviour</p> <ol style="list-style-type: none"> Students read pages 31- 34 and answer comprehension questions Students will work independently completing a character profile for each of the characters below. Alex Rider / John Crawley / Alan Blunt / Mrs Jones Challenge: to include analysis of a key quotation. Students will then stand up and feedback their ideas on their character to each member of the group. 	<p>feedback their ideas to the class. They structure their ideas using the PEA structure.</p>	
<p>7 HST Chapter 4 Pages 35-44</p>	<p>To use their own investigative reading skills to evaluate character.</p>	<p>Write a short summary of what has happened in the chapter so far.</p>	<ol style="list-style-type: none"> Students read pages 35-44. Students are asked to identify good and bad facts about Herod Sayle and copy them onto a table. Pair debate: lower ability – Herod Sayle is an innocent man and a role model. High ability – Herod Sayle is a suspicious character who is linked to the crime. Students write their own evaluation of the character Herod Sayle. Extension activity – students complete 	<p>Do you think Alex has the qualities to be a successful spy?</p>	

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<p>8 LW Chapter 5 pages 45-49</p>	<p>To be able to identify and analyse a range of structural devices in a text.</p>	<p>Students are introduced to the acronym SCORE to help them with their understanding of structure.</p> <p>Core: copy down the definitions. Challenge: include your own definitions. Super challenge: create your own example of each device.</p>	<p>their own spy profile.</p> <ol style="list-style-type: none"> 1. Students read the opening of the chapter and pause to consider the impact of the description of setting. Students are then introduced to the concept 'pathetic fallacy'. 2. Students continue reading to page 49. 3. Students are given a question and extract. 4. They analyse the extract for structural devices and then complete a PEAWI paragraph independently in their books. Support sheets will be put on each table to support the L/A. 	<p>What do you think will happen in the 'killing house?'</p>	<p>Issue PEAWI support sheets.</p> <p>Teacher needs to mark students' books using the 'whole-class feedback' form.</p> <p>Books should be marked in preparation for lesson 12.</p>
<p>9 LW Chapter 5 pages 45-49</p>	<p>To consider the development of Alex's character throughout the story.</p>	<p>Students make notes on different types of narration.</p> <p>Challenge: what impact does the use of narration have on 'Stormbreaker'?</p> <p>Super challenge: what would the impact be if it was written in first person?</p>	<ol style="list-style-type: none"> 1. Students read to page 49. 2. Students to answer questions on the characters Sergeant and Wolf. 3. After reading, students are asked to mind-map words to describe Alex. 4. They will then put these words into a table. They will find evidence and explain what the quotation tells us about his character. Challenge: include word level analysis. 	<p>Students feedback their answers to the class.</p> <p>Challenge: how will Alex continue to develop in the novel?</p>	

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<p>10 AHN Chapter 6 Pages 57-62</p>	<p>To develop their confidence to comment on the writer's intentions.</p>	<p>Students are reminded of the PEAWI structure. They will focus on the 'W' in today's lesson.</p> <p>Challenge: why is it important to consider the writer when analysing a text?</p>	<ol style="list-style-type: none"> 1. Read pages 57-62. 2. Think, pair, and share: How do Mrs Jones and Alan feel about sending Alex on his mission? Students to note down their findings. 3. Students are asked to consider why the writer included these different viewpoints? Students will be given some critical vocabulary to write down their ideas. 4. Hot seating character: students are to consider what Alex and Wolf think of each other. In pairs, they will write down three questions to ask each character. 	<p>Peer assessment of poem.</p> <p>Students to perform hot seating activity. L/A students will perform as Alex. H/A students will perform as Wolf.</p>	
<p>11 AHN Chapter 6 pages 62-68</p>	<p>To consider the impact on the reader.</p>	<p>Students are reminded of the PEAWI structure. They will focus on the 'R' in today's lesson.</p> <p>Challenge: why is it important to consider the reader when analysing a text?</p>	<ol style="list-style-type: none"> 1. Students are to consider the chapter title 'Toys Aren't Us'. Students read pages 62 -65. 2. Students are to discuss the 'special weapons' Alex has been given and how they might aid him on his mission. 3. Students then design their own weapon that they will give to Alex Rider. 4. From pages 62-65, students are to consider how the feelings of the reader change because of plot and development of character. 5. How has the relationship between Wolf 	<p>Alex is about to go on his mission. As a reader, how do you feel?</p>	

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			and Alex developed? Did you expect this to happen?		
12 TAS	To recap on the plot of the story and to revise PEAWI skills.	<p>Students add to their mind map of features of a spy fiction story that they created at the beginning of the topic.</p> <p>Challenge: link your ideas to examples from the text.</p> <p>Feedback to the class.</p>	<ol style="list-style-type: none"> 1. Teacher to have marked and provide whole-class feedback on the PEAWI paragraphs from lesson 8. Teacher to use the whole-class feedback sheet. 2. Students to show progress by working on targets they have set for themselves based on the whole-class feedback. 3. Upload quiz questions. Students will work in their spy named groups to answer the questions. The quiz should focus on plot, characters, themes, setting, PEAWI, language and structure. 4. The group to get the highest points should be awarded a prize. 	<p>Students will be reminded that they have been learning reading skills to prepare them for secondary school.</p> <p>Students will have an opportunity to ask any questions about Year 7.</p>	<p>Teacher to provide AFL to class on PEAWI paragraphs from lesson 8.</p> <p>Whole-class feedback sheet.</p>