

## Developing Literacy – Primary Transition Project

Year 7 Writing – Spy Fiction: Stormbreaker by Anthony Horowitz

Session	Framework Objective	Starter	Development	Plenary	Notes/Resources
1 RL	<ul style="list-style-type: none"> <li>identify details that support the main ideas (R) (Consolidation from reading unit)</li> </ul> <p>Summarise a text.</p>	In a circle, ask the children to retell the story so far one word at a time, pass the story round the circle (or along rows if space doesn't allow a circle).	<ol style="list-style-type: none"> <li>Ask students to work in pairs – can they retell the story so far, verbally, in one minute?</li> <li>Review – did they both include the same events, information?</li> <li>Write what has happened so far in 100 words.</li> </ol>	Group discussion about what has been included/left out. Do they agree with their group etc?	Children who haven't read up to chapter 10 will need some input from the teacher or to be put into groups with children who can support them.
2 ZT	<p>To be able to use persuasive devices to have an intended impact on the reader.</p> <p>To be able to describe characters.</p>	With an outline of a body – complete a quick 'role on the wall' – children to identify external and internal (emotional/personality) features of Alex – very quickly.	<ol style="list-style-type: none"> <li>Show the children a good example of an advert for a person to play a particular role.</li> <li>Ask students to identify examples of emotive language, rhetorical questions, opinions presented as facts, word play, alliteration in the example text.</li> <li>As a class come up with success criteria for the advert.</li> <li>Children to write for 30 minutes (approx.) to create their advert.</li> </ol>	In pairs – evaluate the adverts against the class success criteria. Students compare their advert with the model and evaluate. Students to write an HTI for their partner.	Provide resource – a good example of an advert for an actor to play a role.
3 RL	<p>To be able to make predictions (R)</p> <p>To show the difference between formal and informal language</p> <p>Chapter 8 – Looking for Trouble</p>	Ask the students to skim read chapter 8 – Looking for Trouble Give each child a copy of the secret note and ask them, in pairs, to discuss what it might represent.	<ol style="list-style-type: none"> <li>Explain that in books and on films, we often see spies reporting to their superiors.</li> <li>Share/model writing the opening lines of a secret note which Alex is going to send back to Blunt to report on his findings so far. Focus on formal language chosen for writing to a superior.</li> <li>Identify key information that Alex would feel that Blunt would need to know.</li> </ol>	<p>Evaluate their partners notes – particularly for formal tone. Make a class collection of formal phrases that they have used.</p> <p>Has the golden thread of the tone been maintained throughout the note? Do they maintain style throughout or do they slip at points?</p>	Shared writing is the way in which students learn to 'think like a writer' The teacher models the thought process behind writers' choice.

## Developing Literacy – Primary Transition Project

Year 7 Writing – Spy Fiction: Stormbreaker by Anthony Horowitz

			4. Students write the remainder of the note independently.		
4 CM	<ul style="list-style-type: none"> <li>To describe atmosphere.</li> <li>To intergrate dialogue to advance action.</li> </ul>	Provide every student with a strip of paper, using Stormbreaker as a stimulus, ask each child to write a two word sentence based on the book. E.g Alex hid. Blunt appeared. See how many different sentences you can create a class.	<ol style="list-style-type: none"> <li>Identify short sentences in Night Visitors to reflect on pace. Identify places where sentences have been broken down into even smaller parts using full stops to make the writer/character sound hesitant.</li> <li>Identify examples of dialogue that affect the movement of pace.</li> <li>Write their own passage about an encounter with a wild animal using similar stylistic devices. (This doesn't need to be an encounter with a wild animal – just any recount of an adrenaline fuelled event).</li> </ol>	Use peer assessment grid to assess each others' writing for pace and build up towards a climax.	Provide peer assessment grid.
5 ZT	<ul style="list-style-type: none"> <li>To make comparison between film and the written word.</li> </ul>	Check that all students have read the chapter Dozmary Mine (Chapter 11) Have a quick verbal recap.	<ol style="list-style-type: none"> <li>Watch the film extract that covers this chapter.</li> <li>Discuss the question 'Is watching a film the same experience as reading a book?' What can the film do that the book can't?</li> <li>Discuss Anthony Horowitz's quote '<i>Imagining something when you read is even better than seeing it when it's been filmed.....forget the film for a moment. As you turn these pages Alex Rider belongs to you.</i>'</li> <li>Ask the children to make statements for and against this statement.</li> </ol>	Hold a debate using the statements that the students have come up with.	Provide the students with some examples of phrases/ sentence stems to use for debate.
6 ZT	<ul style="list-style-type: none"> <li>To write a balanced argument (Discussion text)</li> </ul>	Review statements made during the previous sessions' debate. Go through sentence	<ol style="list-style-type: none"> <li>Students to have 5 minutes to plan their response.</li> <li>Students to have the whole session to formulate their own written response to Anthony Horowitz's quote.</li> </ol>	Use proof reading/editing powerpoint – remind the students about the difference between proof reading (accuracy) and	Provide students with BISCUIT PLEASE/ Alan Peat sentence structures.

## Developing Literacy – Primary Transition Project

Year 7 Writing – Spy Fiction: Stormbreaker by Anthony Horowitz

		structure examples and identify some that would be particularly relevant for discursive writing.		editing (improving).	Homework : To write a film vs book comparison for a book of their choice.
7 CM	To adjust writing styles for different audiences.	Introduce the students to the graphic novel – what do they expect to be different/the same when comparing with the original text? Discuss who the audience is – who would choose the graphic novel over the original?	<ol style="list-style-type: none"> <li>1. Read the Chapter – the school bully – make notes to prepare chapter in graphic novel form.</li> <li>2. Provide the students with the pages from the chapter in graphic form with words blanked out.</li> <li>3. Students to fill in the gaps based on their notes.</li> </ol>	Group discussion – which is the best media for this story – film? Book? Graphic novel?	Resources needed – blanked out sections of the graphic novel.
8 SB	To write in the style of an established author	Recap the story so far (up to the end of the School Bully) Discuss what could happen next? (Ask students to justify why they think this will happen based on the way that Alex has acted earlier in the novel).	<ol style="list-style-type: none"> <li>1. Create class/personal success criteria for writing narrative in the style of Anthony Horowitz (some success criteria to reflect all narrative writing, some to reflect AH's style and some to reflect personal targets.</li> <li>2. Students to plan and write narrative for the next chapter of the story.</li> </ol>	Review against success criteria with a partner.  Ask students to identify examples of BISCUIT PLEASE/Alan Peat's sentences that they have used.	Ensure that they have access to BISCUIT PLEASE/Alan Peat sentences to use.
9 SB		Go straight into continuation of writing.		Use proof reading and editing powerpoint. (remind students about the difference)	Homework : to rewrite the story so far using a selection of Alan Peat/BISCUIT PLEASE sentences.
11 JW	To be able to use technical vocabulary	Hide a selection of common gadgets behind a partition or curtain –	<ol style="list-style-type: none"> <li>1. Look at examples of gadgets from Wallace and Gromit – design a manual from a gadget.</li> </ol>	In pairs – discuss their ideas for their gadget. Who would it appeal to? In what	Homework : Watch an episode of Dragon's Den

## Developing Literacy – Primary Transition Project

Year 7 Writing – Spy Fiction: Stormbreaker by Anthony Horowitz

	To be able to write explanatory texts.	get students to come up and have 1 minute to describe the gadget without using key words – can the class guess what they are talking about?	<ol style="list-style-type: none"> <li>2. Ask students to go through texts looking for generic phrases (ones that could be used for any gadget) and specific words or phrases (that are highly specific to that gadget or situation).</li> <li>3. Give students a selection of pictures of gadgets and give them short bursts (3 mins each) to write about them using the phrases that they have gathered. Students pass around the pictures and have 3 minute bursts to write about 3 or 4 gadgets.</li> </ol>	way would it improve life?	Ensure each teacher has a small selection of household gadgets available for the students to describe. Have pictures of modern gadgets for the students to write about – need 15 so that they can write about them and then pass them on.
12 JW	To be able to use technical vocabulary To be able to write explanatory texts.	5 minute plan – plan their own gadget in 5 minutes. Encourage them to think of technical words that they will use – name parts of gadget and key processes at planning stage.	<p>Students to write their explanatory text about how their gadget works.</p> <p>Challenge for more able – to write as a persuasive piece that is presented as an information piece. (In the style of Dragon's Den Pitch)</p>	Choose 3 gadgets to be pitched in Dragon's Den style. Other students to choose which gadget they would be most likely to invest money in.	
13 RL	To understand key features of journalistic writing	Provide the students with a selection of pictures relating to the Novochok attack – can they piece the clues together and identify the news story. As a class, complete a grid – 'what we know', 'what we think we might	<ol style="list-style-type: none"> <li>1. Read a selection of news articles about the Novochok attack in Salisbury.</li> <li>2. Identify features of journalistic writing that separate it from narrative.</li> <li>3. Identify the purpose of each article – discuss the fact that journalistic writing is aiming to provoke a response in the readers.</li> <li>4. Create a timeline of events, add</li> </ol>	Watch a televised news report from the day/week of the attack.	Have news reports available for students to read. Have news report available for them to watch.

## Developing Literacy – Primary Transition Project

Year 7 Writing – Spy Fiction: Stormbreaker by Anthony Horowitz

		know' and 'questions we have.'	quotes, note down technical terms and key details (names, dates etc).		
14 RL	To be able to write in a journalistic style.	Fact and Opinion starter : Present the students with a selection of statements ask them to identify which are facts and which are opinions. Finish by asking them to write one statement that is an opinion but the challenge is to present it as a fact.	Students to write a similar (but creative) article about a similar chemical attack – can be related to Stormbreaker. They will need to think about the chemical, the effects, where it could be sourced etc.	Evaluate with a partner – can they identify areas of strength. areas for improvement?	Facts and opinions for the starter.
15 RL	To be able to write in a journalistic style.	Model editing and proof reading – remind them of the difference between the two. Remind them of the difference between formal and informal tone – this might be particularly appropriate for quotes, depending on where they come from.	Edit, proof read and write up a published version of their newspaper article – could be on the computer if they have access to them.	Evaluate their writing over the unit – which was their best piece? Why? Which pieces did they enjoy doing the most? Why? Look back at their piece that they were proud of from Y6 – in what ways has their writing improved since then – write down 3 key things that they have learned/improved since they started the unit.	Evaluation sheet for final evaluation. Proof reading and editing powerpoint available.