Example lesson plan Year 9: Inference and deduction in non-fiction

Year: 9

Term: 3

SOW: Speaking and listening skills

Lesson number(s): 1

Title: Inference and deduction in non-fiction

Objectives:

R 11 Analyse how an author's standpoint can affect meaning in non-literary texts.

Speaking and listening

S&L 3 Develop interview techniques.

S&L 10 Contribute to the organisation of group activity.

Assessment objective

AF Speaking and listening

AF1 Talking to others

Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content

AF2 Talking with others

Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and question

Lesson outcome

- Have used/listened to vocabulary appropriate for questioning a writer about her work.
- Have compiled questions, interpretations, viewpoints to ask Rachel Broady in the next lesson.

Resources

- Card sort
- Rachel Broady articles
- Mini-whiteboards

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Suggested learning objectives from the 2008 Framework

Understanding the author's craft

6.2 Year 9 analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers.

Listening and responding

1.1 Year 9 respond to speakers and give constructive feedback, analysing skills, subject matter, intended listeners and the purpose of talk

2.2 Year 9 use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes

Taking roles in group discussion

3.2 Year 9 choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions

Lesson sequence

Starter

- Card sort: organising cards with a range of vocabulary on them into groups. Initially pupils will not be told the titles of the groups. Group titles (questioning, evaluating, hypothesising) will be given as the activity progresses/the pupils need them. (Vocabulary taken from/based on Literacy and Learning Year 8 Talking and Thinking Together.) One between two.
- Feedback and discussion of the types of vocabulary and ways in which they could be grouped. Interactive whiteboard (IWB) activity.

Introduction

- Explanation of the task (to analyse a text by Rachel Broady to determine something about the writer's personality.)
- Pupils to be given 5–10 minutes to read Minnie Driver text and annotate individually. Pupils will be given a specific question to consider: What do you think Rachel Broady is like from reading this article she has written?

Consider:

a. what questions she asked;

b. the information she has included;

c. what she likes about the person she has interviewed;

d. the language she has used.

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Development

- Modelling: Teacher and pupil to model use of vocabulary to question, hypothesise, evaluate. Use the summary paragraph at the top of the page.
- Socratic talk: using cue cards from starter to scaffold vocabulary. Socratic talk activity with six talkers and the rest of the class as observers. Talkers will discuss the above question. Observers will be observing one talker for a specific type of vocabulary (questioning/evaluating/hypothesising/opinions within questions). Observers will have whiteboards to record their observations. Depending upon time/duration of Socratic talk, may introduce a second text (Dave Spikey) to see if any further information can be discovered.
- Feedback: observers will be grouped (by the kind of vocabulary they were observing) and will feed back on their observations.

Plenary

- Teacher to model opinion + question formation again – using starter activity as recap. Also model follow-up question.
- Pupils to formulate own questions using opinion + question and follow up.
- Feedback on structure of questions and discussion of possible ways of phrasing the opinion + question and follow up.

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