



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 Narrative Writing Autumn One

Please use in conjunction with the Teacher Annotated Booklet.

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Lesson 1 NOTE TO STAFF: These lessons may vary in length according to student outcome- please work through the resources in response to your class. For example, You may complete two 'lessons' in one lesson depending on your class response to the resource. Please use the PowerPoint 'Companion' in the M: Drive Introducing the narrative strategy Note: Swearing in one of the example openings.	<p>Students will know that the Narrative Question is on Language Paper 1 and it is Q5. They will know the question is worth 40 marks. 24marks for content and 16marks for spelling, punctuation and grammar. The question requires you to write the opening to a narrative or a description.</p> <p>We do not know what image you will be given to write about in the exam, so we prepare you for the narrative question.</p> <p>It is really difficult to write a successful story on a first draft, so you must take the time to edit and learn a story in preparation for the exam. <i>(You would learn the answers to a Maths or Science paper so it is just the same!)</i></p> <p>The students will know that the story is then 'tweaked' to fit the topic of the exam question.</p> <p>Students will know that we will focus on the first four parts of Freytag's Pyramid, up to the climax.</p> <p>Students will know that a flashback can be a fantastic tool for story adaptation.</p> <p>Students will explore techniques to 'hook' a reader in, considering:</p> <ul style="list-style-type: none"> - Vague information reveal - Action - Humour - Unreliable Narrator - Strong thematic link. 		<p>Students will need to know that successful and engaging stories includes:</p> <p>Engaging and exciting plot Creative twists Relatable characters Conflict Description Tension Universal themes</p>	<p>Effective techniques used to engage a reader. Links to Long Way Down, THUG, Romeo and Juliet, Blood Brothers.</p>	<p>What makes a successful and engaging story > Answers on annotated map.</p> <p>Hook the reader > Page 5/6 > Annotated map.</p> <p>Students must annotate the model looking for the criteria. Ideas are on the annotated booklet.</p>
Lesson Two Character –	<p>Students will know that openings are important as the reader needs to be intrigued straight away.</p> <p>Students will know that there are several ways to introduce a character and that we will be focusing on:</p> <ul style="list-style-type: none"> - Action - Clothing <p>Students will know that certain clothing and action can allow the reader to infer specific information. Students will explore a modelled example of the above idea before attempting to create their own examples.</p> <p>Students will begin to craft their own characters, considering:</p> <ul style="list-style-type: none"> - Physical Appearance 		<p>Students need to know the structure of the narrative arc.</p> <p>Students need to be familiar with characterisation and 'show not tell'.</p>	<p>Students will be familiar with narrative arc/story mountain from previous work looking at Gothic genre, Myths and Gothic.</p>	<p>Do Now Models in the annotated booklets</p> <p>CCQ: IT is important to 'show not tell' because the reader wants to actively engage with the story. Their imagination cannot work effectively if we do not give them opportunities to 'picture' the story in the right amount of detail.</p> <p>Annotations in Annotated booklet – Page 8</p>

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	<ul style="list-style-type: none"> - Personality Traits - Desires and Fears - Relationships - Flaws or Weaknesses. 				
Lesson 3 Setting	<p>Students will know that vivid setting makes for a more successful narrative.</p> <p>Students will explore a variety of setting descriptions, considering:</p> <ul style="list-style-type: none"> - The mood created - The methods used to create a mood - The use of adverbs, adjectives and adverbs to develop the setting. <p>Students will be able to create and plan their own setting for their narrative, thinking about:</p> <ul style="list-style-type: none"> - Location and Environment - Time of Day / Year - Mood and Atmosphere - Weather and Conditions - Sensory Details. 		<p>Students will know that starting a sentence with 'the' can often be seen as 'boring'.</p>	<p>Students will be familiar with the concept of a 'dinner table story' from An Inspector Calls.</p> <p>Students have read The Hunger Games in Year 8.</p>	<p>The teacher booklet has annotated suggestions for the teacher models and has model examples for staff to use.</p> <p>What makes a successful setting? – annotated booklet</p>
Lesson 4 Planning	<p>Students will know that a good description of place will include adjectives, personification and metaphor.</p> <p>Students will understand and create an 'and then?' plan; this will form the foundation of their narrative opening which will then be developed over the coming lessons.</p> <p>Students will know that their narrative should:</p> <ul style="list-style-type: none"> - Take place in a short space of time. - Include a flashback - Clearly introduce characters and settings - Build and develop tension - Include key characteristics or key events 		<p>Students will need to know that a broad and varied vocabulary can help to add precision and clarity to a piece of writing.</p> <p>Students will need to know that techniques such as metaphor, simile, personification can develop writing effectively.</p>		<p>Do Now: Upgrade vocabulary – annotated booklet.</p> <p>The plan is bolded in sections that are 'essential' to the narrative opening and provide a snapshot of the character or setting in question.</p>

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Lesson 5 Opening a Narrative	Students will know that sensory language can create an immersive reading experience. Students will know that each paragraph will have a companion section in the plan. Students will know that combining action, setting and description can create a more engaging story. Students will create a first draft of their opening using the their plan from earlier lessons.		Students need to know that sensory language involves 'showing' a scene or setting using not just sight but touch, sound, taste and smell.	Sensory Language link to earlier writing scheme.	Answers are annotated on the teacher booklet.
Lesson 6 Exposition	Students will know that interaction between characters can help to reinforce the reader's understanding of the character. Students will know that speech can be a great way to have two characters interact. Students will explore speech in a modelled paragraph, considering the impact that dialogue has. Students will create a first draft of their second paragraph, ensuring that speech is featured.		Students need to know how to punctuate speech for the knowledge retrieval.	Link to Building Blocks – Grammar focused Do Now task.	All annotations and models are on the teacher booklet.
Lesson 7 Flashbacks	Students will know that the flashback is a great way to tie in the prompt for Q5. Students will know that flashbacks need a triggering moment. Students will know that flashbacks can be triggered by: - sound - an encounter - a smell Students will know that a flashback needs to progress the story Students will know that a flashback is not its own mini-story but should instead propel the main story forward. Students will know how to plan and develop their own flashback, considering: - trigger - content - resolution - a subtle introduction. Students will be able to draft their third section of their narrative opening, focusing on the flashback element.		Students will need to know that a flashback should be relevant to the story and should progress the plot in one way or another. Students will need to know that tension is a feature in literature that allows for a feeling of worry or elevated intrigue.	Students have explored flashback in earlier schemes, Long Way Down	Annotations are in the teacher booklet.

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Lesson 7 Rising Tension	<p>Students will know how to create tension using weather descriptions</p> <p>Students will know how to modify a piece of writing to reflect a mood or atmosphere.</p> <p>Students will be able to read, understand and analyse the use of pathetic fallacy in a modelled example of a narrative paragraph.</p> <p>Students will write the first draft of the fourth section of their narrative opening, focusing on the increase of tension through pathetic fallacy.</p>		<p>Students need to know what pathetic fallacy is.</p> <p>Students need to know what tension is and how to create it.</p> <p>Students need to know the language devices that can commonly create tension.</p>	<p>Pathetic Fallacy – link to Gothic Schemes of work.</p> <p>Link to Anthology Poetry.</p>	All answers and annotations are in the annotated booklet.
Lesson 8 Take a breath	<p>Students will know that tension should not rise in a linear fashion. Instead, we want to flatten and sharpen the increase in tension to create a turbulent reading experience for the reader. We aim to:</p> <ul style="list-style-type: none"> - Prolong the tension that has been developed so far. - Entice the reader to 'predict' what has happened. - Develop a feeling of suspense. - Add detail and clarity. - Remember the big picture of the story and identify the moment of huge tension that will follow the 'calm before the storm.' <p>Students will annotate and reflect on a section of narrative that features a 'lull' in tension, considering the impact and effect of this lull.</p> <p>Students will write the draft for their fifth section, in which nothing much happens but we have a focus on the characters feelings and thoughts.</p>		<p>Students will need to know what tension is and how to create it.</p> <p>Students will need to know a variety of adjectives, adverbs and verbs that can be used to modify the amount of tension created.</p>	<p>Tension is a common feature throughout English and features in schemes of work throughout KS3, KS4 and KS5.</p>	All answers and annotations are in the annotated booklet.
Lesson 8 The moment before the climax	<p>Students will explore specific sentences and consider the effect on tension of those sentences.</p> <p>Students will consider how to introduce:</p> <ul style="list-style-type: none"> - The character coming face-to-face with a problem. - A moment of intense and exceptional danger. - Harm to the main character. <p>Students will annotate and reflect on a section of narrative that features the rapid increase of tension.</p>		<p>Students will need to know that the end of their narrative is the moment of greatest tension, the climax.</p>	<p>Students have explored Freytag's Narrative Structure in Year 7.</p>	All answers and annotations are in the annotated booklet.

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	Students will write the draft for their sixth section, in which we rapidly build tension, heading towards the climactic moment.				
Lesson 9 – The climactic moment	<p>Students will know that the climactic moment needs to bring the tension to its peak – there is immediate danger to the character.</p> <p>Students will need to understand how to spot tension within a piece of writing; annotating the modelled response to reflect.</p> <p>Students will consider making predictions based on what they know about a story.</p> <p>Students will know how to rationalise an opinion using evidence from a text.</p> <p>Students will explore the climactic moment of a modelled narrative, analysing the writer's methods that develop tension.</p>		<p>Students need to know that tension is the highest during the climactic moment.</p> <p>Students need to know what a prediction is and how to make inferences from a text.</p>	Inference and tension are common themes running through schemes of work in KS3, KS4 and KS5.	Annotations are completed in the annotated booklet.
Lesson 10 The Review	<p>Students will know that the first draft is exactly that, a first draft. They will know that they need to revisit, edit and revise their narrative openings. Students will need to consider:</p> <ul style="list-style-type: none"> - the structure of their narrative – does it follow the plan they have created. - The organisation of their narrative – are their clear paragraphs? - The development of their character and setting. - The development of tension within their story. <p>Students will know how to SPaG check their work.</p> <p>Students will use a checklist (booklet) to fully review their work.</p> <p>Once a student has completed their narrative – teachers need to book a computer room / laptops to have the students type up their narratives. These then need to be reviewed and confirmed by the class teacher.</p>		<p>Students need to know that feedback and editing is a powerful tool in English.</p> <p>Students need to know the common SPaG rules (Building Blocks)</p>		Annotations are completed in the annotated booklet.