

## Suggested lesson plan

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### Paper 1 Question 4

<b>Learning objective:</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of evaluating texts and writer's methods (Paper 1 Question 4).</li> <li>• Create an effective plan and evaluative response.</li> </ul>	
<b>Starter</b>	<b>Differentiation</b>
<p>Picture of a judge and gavel and a referee/linesperson shown via PPT (can also be printed off and given to students if needed). Students to complete task:</p> <ol style="list-style-type: none"> <li>1. What do these people have in common?</li> <li>2. What skills and/ or characteristics do they need to do an effective job?</li> </ol> <p>Teacher to share learning objective and then field responses from students.</p>	<p>Differentiation through teacher support/ targeted questioning or worksheet.</p> <p>Alternate images or only use job titles (referee, judge etc).</p> <p>Task can be completed via discussion also.</p>
<p>Extension activity: in what other role/job would you need these skills and/or characteristics? Why?</p>	

Introduction to question and task	Differentiation
<p>Teacher to briefly explain tasks to be completed during the lesson and share example Paper 1 Question 4. Teacher to explain that students nationally underperform in this question (in comparison to others) and the session will identify steps to giving an effective evaluative response.</p> <p>Students to be given relevant extract and read through section of text for sample Paper 1 Question 4 (from line 31 to the end of the GCSE English Language Paper 1 2018 November series). Students to write one paragraph summary of events/actions from line 31 until the end of the text.</p> <p>Teacher to introduce students to main task and analysis of the question, recapping all major elements.</p> <p>Example Paper 1 Question 4. Students to also read through example question and response (highlighting that this example is the expectation). The example response received 13 marks out of 20 – teacher to choose whether to share this information with students.</p> <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Students can make notes on analysis of the question</li> <li>• Students given brief recap of Q4 mark scheme</li> <li>• Students given highlighters and to identify 1. Evidence/quotations; 2. Student opinion in the response; 3. Evaluation in the response and 4. Identification of writer's methods.</li> <li>• Students to also give a level/mark and feedback (using the mark scheme): what is done well? What can improve?</li> </ul>	<p>Differentiation through targeted teacher support and questioning.</p> <p>Differentiation through approach to reading: teacher to read; class to read silently; selected students to read a sentence/ paragraph/portion each.</p> <p>Summary task amendment – write 20 words; write three sentences; annotate the extract with summary etc.</p>
Planning	Differentiation
<p>Students to re-read the extract and identify/annotate writer's methods throughout the relevant section of the text (line 31 to the end). Teacher to model examples (the free form 'thought shower' and the more structured plan).</p> <p>Introduce planning template/example. Students to complete own plan for Paper 1 Question 4 response.</p>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through planning sheet(s).</p>

<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Extend annotation activity through additional modelling and/or additional responses from students.</li> <li>• Students to give additional detail in planning and/ or review planning of a partner and give feedback, potentially followed by revision to planning.</li> </ul>	<p>Differentiation through student engagement with planning example.</p> <p>Differentiation through sharing What, How, Why explanation grid.</p>
<p><b>Main task</b></p>	<p><b>Differentiation</b></p>
<p>Having completed a plan, teacher to briefly recap the example response. This can either be completed using a visualiser, on a whiteboard or by typing directly into the PPT slide. Teacher to highlight elements needed for an effective response.</p> <p>Teacher to share prompts and how prompts should be used to support an effective response.</p>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through use of writing prompt.</p> <p>Give selected students additional time, starter sentence, key vocabulary etc.</p>
<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Teacher could complete another example using suggestions and ideas from students (and content from planning).</li> <li>• Teacher could pause session as students answer to read through examples and garner feedback.</li> <li>• Teacher could pause session and model next steps for some student answers.</li> </ul>	<p>Create a distribute additional prompt/ knowledge organiser for students who require additional support.</p>

Plenary	Differentiation
<p>Students self or peer assess. For self-assessment, students to re-read their response and use suggested feedback on slides titled ‘What went well’ and ‘What can I improve?’ to identify three comments which relate to their work (two comments for ‘What went well’ and one comment from ‘What can I improve?’). Students should copy out comments underneath their own work.</p> <p>For peer-assessment, students should swap work with a peer, read through the response and copy three relevant feedback comments underneath the response (two comments for ‘What went well’ and one comment from ‘What can I improve?’).</p> <p>Final slide on ‘top tips’ to be shared.</p>	<p>Teacher support and extension through questioning.</p> <p>Teacher to support relevant students to identify strengths/areas for improvement in their responses.</p>
<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Ask students to identify (via highlighting or underlining) <b>where</b> they think they have been successful and <b>where</b> they need to improve according to their feedback – if they have stated they have used a range of vocabulary, ask them to highlight it.</li> <li>• Ask students to copy out the top tip they will follow in future sessions.</li> </ul>	