

NORTHUMBERLAND
COUNTY COUNCIL



READ AROUND 1

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Read Around Texts from different cultures and traditions
 Emotion Tracking pedagogy
 Plotting Progression:

	Literary Device explored	Personal Learning and Thinking Skills Or SEAL	Speaking and Listening Objectives 4: Drama, role-play and performance 4.1 Using different dramatic approaches to ideas, texts and issues	Reading Objectives 5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts 5.3 Reading and engaging with a wide and varied range of texts	Reading Objectives 6. Understanding the author's craft 6.1 Relating texts to the social, historical and cultural contexts in which they were written	Reading Objectives 6. Understanding the author's craft 6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	Language Objectives 10. Exploring and analysing language 10.1 Exploring language variation and development according to time, place, culture, society and technology	Thinking skills 1. Information processing 2. Reasoning 3. Enquiry 4. Creative Thinking 5. Evaluation
Book One Year 7 India	Imagery <i>The Tiger in the Tunnel</i> Ruskin Bond		Explore ideas, texts and issues through a variety of dramatic approaches and conventions	Make informed personal choices of texts and express their preferences	Understand the different ways in which texts can reflect the social, cultural and historical contexts in which they were written.	Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features	Identify some of the ways in which spoken English varies in different regions and settings	Information Processing Reasoning Enquiry Evaluation STRATEGY: <i>Collective Memory</i>
Book Two Year 8 Kenya	Onomatopoeia <i>Kamau's Finish</i> Muthoni Muchemi		Use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and	broaden their experience of reading a wide range of texts and express their preferences and opinions	Explore the concept of literary heritage, why certain texts are important within it and how some texts have influenced culture and	Explore the range, variety and overall effect on readers of literary, rhetorical and grammatical features used by writers of literary and non-literary	Investigate spoken English from a range of regions and settings and explain how it varies	.Reasoning Enquiry Evaluation STRATEGY <i>Audience and Purpose</i>

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			themes		thinking	texts		
<p>Book Three Year 9 South Africa</p>	<p>Metaphor/simile <i>The Prisoner who wore glasses</i> Bessie Head</p>		<p>Use a wide variety of dramatic approaches and conventions to analyse challenging ideas, issues, themes and texts</p>	<p>Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations</p>	<p>Develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions</p>	<p>Analyse in depth and detail writers uses of literary, rhetorical and grammatical features and their effects on different readers</p>	<p>Consider how and why spoken English varies in a range of regions and cultural contexts</p>	
<p>Book Four Year 10 South African-Indian</p>	<p>Extension of metaphor <i>A Bag of Sweets</i> Agnes Sam</p>		<p>Compare, question and analyse complex and challenging ideas, texts, issues and themes by using a wide variety of dramatic approaches and conventions</p>	<p>Sustain and extend their personal reading and make interesting comparisons and connections across a range of texts and writers</p>	<p>Make informed connections and comparisons between texts and writers that are different in time, culture and literary tradition, exploring their influence on each other and on culture as appropriate</p>	<p>Compare and contrast how writers use specific literary, rhetorical and grammatical features to shape meaning, how techniques differ between different texts and writers, and the potential impact on different readers</p>	<p>Analyse how and why spoken English varies locally and globally</p>	
<p>Book Five Year 11 Malaysia</p>	<p>Point of view <i>Arid</i> Ridjal Noor</p>		<p>Draw on a repertoire of dramatic approaches and conventions to pursue original and inventive lines of thought when exploring ideas, texts and issues, and transfer them to other ideas and texts.</p>	<p>Make independent and informed judgements about a wide range of texts and writers, and articulate personal reading preferences and tastes</p>	<p>Analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their relationship to social, historical and cultural contexts</p>	<p>Analyse how specific literary, rhetorical and grammatical features shape meaning in implicit and explicit ways to create impact, how techniques differ across a wide range of texts and writers and evaluate the potential impact of these choices on different readers</p>	<p>Understand how regional and global variations in spoken English reflect and reinforce cultural identity and diversity</p>	

Read Around: Book one The Tiger in the Tunnel

Year: 7	Unit :Literature from Other Cultures and Traditions	Duration: 2 weeks
Overview of unit: Read Around 1 explores a short story from India, (The Tiger in the Tunnel, Ruskin Bond) promoting emotional engagement with the text. It introduces the literary device of 'imagery'.		
Assessing learning prior to this unit: <ul style="list-style-type: none"> • How well can the students talk about emotions, and what vocabulary do use? • How much to the students know about India? • What do the students know about India? • How well can the students talk about imagery? 		
<p>Key concepts</p> <p><i>Creativity:</i> a - Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.</p> <p><i>Competence:</i> e - Making informed choices about effective ways to communicate formally and informally.</p> <p><i>Cultural understanding:</i> a - Gaining a sense of the English literary heritage and engaging with important texts in it.</p>	<p>Key questions for this unit:</p> <ul style="list-style-type: none"> • Can I identify key features of speech ? (S&L 1.1) • Can I explore ideas, texts and issues through a variety of dramatic approaches? (S&L 4.1) • Can I identify and understand the main ideas, viewpoints, themes and purposes in a text? (R 5.2) • Can I understand the different ways texts can reflect the social, cultural and historical contexts in which they were written (R6.1) • Can I identify some of the ways in which English varies in different regions and settings 	<p>Key words</p> <p>Balti Bhangra Bollywood Cicada Khalasi Salwar Kameez Taj Mahal Imagery</p> <p>Empathy Unsettling</p>
<p>Cross-curricular skills</p> <p><u>Personal, learning and thinking skills:</u></p> <p><i>Independent enquirers</i> – identify questions to answer and problems to resolve <i>Creative thinkers</i> – generate ideas and explore possibilities <i>Team workers</i> – show fairness and consideration to others</p> <p><u>Potential thematic links to other subjects:</u></p> <ul style="list-style-type: none"> • Drama • History 		<p>Functional skills</p> <p>Speaking and listening (Level 1) Take part in formal and informal discussions/exchanges</p> <ul style="list-style-type: none"> • make relevant contributions to discussions, responding appropriately to others • present information/points of view clearly and in appropriate language <p>in formal and informal exchanges and discussions.</p>

Read Around: Book One: The Tiger in the Tunnel

'Readers Theatre'

This requires 6 Speakers.

Pupil 1

Pupil 2

Pupil 3

Pupil 4

Pupil 5

Pupil 6

Tembu, the boy, opened his eyes in the dark and wondered if his father was ready to leave the hut on his nightly errand.

Pupil 1: Tembu

Pupil 2: the boy

Pupil 1: opened his eyes in the dark and wondered if his father was ready to leave the hut on his nightly errand.

There was no moon that night, and the deathly stillness of the surrounding jungle was broken only occasionally by the shrill cry of a cicada. Sometimes from far off came the hollow hammering of a woodpecker, carried along on the faint breeze. Or the grunt of a wild boar could be heard as he dug up a favourite root. But these sounds were rare, and the silence of the forest always returned to swallow them up.

Pupil 1: There was no moon that night

Pupil 3: and the deathly stillness of the surrounding jungle was broken

Pupil 1: only occasionally

Pupil 3: by the shrill cry of a cicada.

Pupil 1: Sometimes from far off came the hollow hammering of a woodpecker, carried along on the faint breeze.

Pupil 3: Or the grunt of a wild boar could be heard as he dug up a favourite root.

Pupil 1: But these sounds were rare,

Pupil 3: and the silence of the forest always returned to swallow them up.

Baldeo, the watchman, was awake. He stretched himself, slowly unwinding the heavy shawl that covered him like a shroud. It was close on midnight and the chill air made him shiver. The station, a small shack backed by heavy jungle, was a station in name only; for trains stopped there, if at all, for a few seconds

before entering the deep cutting that led to the tunnel. Most trains merely slowed down before taking the sharp curve before the cutting.

Pupil 5: Baldeo

Pupil 4: the watchman

Pupil 5: was awake. He stretched himself

Pupil 6 slowly unwinding the heavy shawl that covered him

Pupil 5: like a shroud.

Pupil 6: It was close on midnight and the chill air made him shiver.

Pupil 5: The station

Pupil 6: a small shack backed by heavy jungle

Pupil 5: was a station in name only; for trains stopped there

Pupil 6: if at all

Pupil 5: for a few seconds before entering the deep cutting that led to the tunnel. Most trains merely slowed down before taking the sharp curve before the cutting.

Baldeo was responsible for signalling whether or not the tunnel was clear of obstruction, and his hand-worked signal stood before the entrance. At night it was his duty to see that the lamp was burning, and that the overland mail passed through safely.

Pupil 5: Baldeo was responsible for signalling whether or not the tunnel was clear of obstruction

Pupil 6: and his hand-worked signal stood before the entrance

Pupil 5: At night it was his duty to see that the lamp was burning, and that the overland mail passed through safely.

"Shall I come too, Father?" asked Tembu sleepily, still lying huddled in a corner of the hut.

"No, it is cold tonight, do not get up."

Tembu, who was twelve, did not always sleep with his father at the station, for he had also to help in the home, where his mother and small sister were usually alone. They lived in a small tribal village on the outskirts of the forest, about three miles from the station. Their small rice fields did not provide them with more than a bare living, and Baldeo considered himself lucky to have got the job of Khalasi at this small wayside signal-stop.

Pupil 2: Shall I come too, Father?

Pupil 1: asked Tembu sleepily, still lying huddled in a corner of the hut.

Pupil 4: No, it is cold tonight. Do not get up.

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Read Around: Year Seven: Book One

Learning episodes: <i>Tiger in the Tunnel</i> , Ruskin Bond				
Building up a vocabulary of emotion	Developing Thinking Skills	Speaking and Listening: Drama	.Developing the Social and Emotional Asepects of Learning	.Developing Personal Learning and Thinking Skills
<i>Corners</i> 'It is wrong to get angry'	<i>Collective Memory</i> Map of India	<i>Hot seating:</i> Tembu: what is your life like? Baldeo: What makes you happy? What are your hopes for the future?	.	.
<i>3-5-7</i> Individually: 3 emotions Pairs: 5 Fours: 7 Teacher collect words and discuss	<i>Fortune Lines and/or heart rate line</i> (Baldeo)	<i>Readers Theatre</i>		
<i>Emotions vocabulary card Sort</i> Students to group and discuss, make more of their own		<i>Discussion:</i> How do we display emotion? How do we understand how someone else is feeling?		
		Presentation of Comic Life diary or story		
		Dialogic discussion: <i>We should hide our emotions</i>		.

Evaluation of Read Around : English Subject Leader meeting on Thursday 15th January

Evaluation	Action Points	
Excellent resources Probably needed more time devoted to this session, which was the most interesting part of the meeting!	Use it – can I have electronic version?? Check status with access to Nortle – press for urgency, to have access to resources	St BB
Excellent, will use it <u>will</u> Y7		Richard Coates
Excellent resource	We have 'Fiction Friday' with Y9 so will use this as a 'Friday' activity	Hirst
Useful	Get Nortle for Bebside. Ask for Comic Life <u>again</u> .	Bebside
Interesting – keen to have a go at Nortle. Follow up at school.		Ovingham
(a tick)	Very interesting and useful	Glendale
Excellent		Seaton Sluice
Useful – will try to plan in use of story resources		Dr Thomlinson
Good, thanks		Newbiggin
Very useful, especially the focus		Seahouses
Pointless having this at the end of the session. Too much to take in, only 10 minutes. Too much jargon!		Hexham middle
I think actually using it and interacting with the 'beast' will make sense of what we have listened to.	Using 'Read Around' with Katie, through Nortle,. I look forward to it.	Corbridge Middle
Sounds good!	I need to become familiar with Nortle!	Bellingham
Literature from other cultures	Great resource! I will try to use it	Newminster
Excellent. Really like the Tiget in the Tunnel resource (ticks a lot of boxes) inc trying to use Comic Life	Use the resources on Nortle Y7 lessons end of this half term	
Nortle fare too rushed. Why put it at the end of the session? We are having to cram in information which is overload		St Josephs

Please note, not everyone commented, and I think this is because they did not turn over their evaluation sheet, as none of the back of the sheet is completed for the ones who did not evaluate Read Around.