

Starter Activities

Text Level Objectives

Session Reading 1

Objectives

Y7 R19 (Poetic form)

Resources

A poster-size version of a sonnet, cut up into separate lines.
A poster displaying the key features of this type of sonnet.
Floor space, with visual access for all pupils.

Introduction

2 minutes

- Point out the key features of the sonnet form and explain that the task is for the class, working in two halves, to decide on a satisfying sequence for the cut-up sonnet.
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Activity

5 minutes

- Put the original first line down on the floor. Each half in turn has two minutes to tackle the task, after which time there is a brief comment from the observers on what helped people to make progress. Then the other half carries on from where the first half left off until an agreed sequence is established.
 - If the process proves slow, give clues such as pointing out punctuation or rhyme scheme.
 - Intervene as necessary to ensure that this phase takes only five minutes.
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Review

3 minutes

Discuss what helped people to decide on the location of a line, focusing on the relationship between meaning and form. Reveal and read the original. If appropriate, discuss differences between the original and the version agreed by the class.

Session Writing 1

Objectives

Y7 Wr7 (Narrative devices)

Resources

Each group of pupils needs a set of cards which contains the five or six key elements of the same story. This could be a traditional tale, a novel known by all or a recent happening. They also need a way of displaying the cards, e.g. Blu-tac or cut-up slips of OHP.

Introduction

2 minutes

- Explain that each group has to arrange the elements of the same story in what they think is an interesting order for a reader, but that this must not be just a chronological sequence.
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Activity

5 minutes

- Start by giving each group a different image of their readers, e.g. *English teachers, old people, young children, people of their own age, their parents/ carers, mathematicians, football fans, Victorians etc.*
 - Ask each group to decide on a presenter.
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Review

3 minutes

Compare the sequences decided on by the different groups. Discuss the ways they took their readers' needs into account.

Session Speaking and Listening 1

Objectives

Y7 S&L12 (Exploratory talk) S18 (Sentences in older text)

Resources

Each of three groups needs an identical set of large-print cards. Each card has on it a sentence from a different century, from the 15th century onwards.

Introduction

1 minute

- Ask pupils to stand in chronological order within their groups, arranged around the room so that all cards are visible.
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Activity

6 minutes

- Pupils discuss and decide upon their positions.
 - When all three groups are ready, they read out their cards in order and compare each other's positioning.
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Review

3 minutes

Discuss the features of language change over time that helped them to decide where to stand.
