

Reading together: Revision reading with Y11 pupils

Introduction

Reading short texts (story extracts, news articles, blog posts, letters, charity mailshots, biography extracts, travel writing, book reviews) together can develop active reading skills to enable students to recognise: layers of meaning; idiomatic expressions (it was raining cats and dogs); other references (he had the Midas touch) – even when they do not always understand these features.

Reading together even when neither reader understands everything in the text will promote exploratory reading/thinking - it 'could' mean this... it 'might' be that... the word suggests.... I think I've seen that before... etc. etc.

Working with a text

1. See if you can, between you, identify the purpose, intended audience and form of the text (e.g. persuade the reader to donate money/general adult readers especially those interested in animals/letter)
2. Take it in turns to read aloud each section/paragraph and comment on anything you are not sure about, or underline if you like.
3. Prompt a discussion using exploratory language and/or try to use questions until you both work out what it might mean (*what might the writer mean here? Does this link to anything we read earlier? Why is this capitalised? How could the reader respond to this? Etc*)
4. Revisit PAF (see 1) – were you right? Do you have more evidence now to refine suggestions? Can you suggest evidence to prove your decisions.
5. Talk about words, phrases, techniques the writer has used that you wish you could use in your own writing or that you think would work really well in another piece of writing.

Question stems for English Language

Paper 1

1. **Read again** the first part of the Source from **lines 1 to 7. List four things** from this part of the text about the weather in Cornwall. (4 marks)
2. **Look in detail at this** extract from lines 8 to 18 of the Source: **How does the writer use language here** to describe the effects of the weather? You could include the writer's choice of: • words and phrases • language features and techniques • sentence forms. (8marks)
3. **You now need to think about the whole of the Source.** This text is from the opening of a novel. **How has the writer structured the text** to interest you as a reader? You could write about: • what the writer focuses your attention on at the beginning • how and why the writer changes this focus as the Source develops • any other structural features that interest you. (8 marks)
4. **Focus this part of your answer on the second part of the Source** from line 19 to the end. **A student, having read this section of the text said:** "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them." **To what extent do you agree? In your response, you could:** • write about your own impressions of the characters • evaluate how the writer has created these impressions • support your opinions with references to the text. (20marks)

Paper 2

1. **Read again the first part of Source A** from lines 1 to 15. **Choose four statements below which are TRUE.** • Shade the boxes of the ones that you think are true. • Choose a maximum of four statements. (4 marks)
2. **You need to refer to Source A and Source B for this question. Use details from both Sources. Write a summary of the differences between Eddie and Henry.** (8 marks)
3. **You now need to refer only to Source B,** the letter by Henry written to his father. **How does Henry use language to try to influence his father?** (12 marks)
4. **For this question, you need to refer to the whole of Source A, together with Source B,** the father's letter to a family friend. **Compare how the two writers convey their different attitudes to parenting and education. In your answer, you could:** • compare their different attitudes • compare the methods they use to convey their attitudes • support your ideas with references to both texts. (16 marks)

Writing tasks

Paper 1

You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:



Or: Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Paper 2

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]