


Learning Plan 5		Subject/Pwnc: English	Year/Blwyddyn: 8
<p><b>The Four Purposes in English:</b></p> <p><b>Ambitious, capable learners</b>, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts.</p> <p><b>Enterprising, creative contributors</b>, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.</p> <p><b>Ethical, informed citizens</b>, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world.</p> <p><b>Healthy, confident individuals</b>, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p> <p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> <li>Languages connect us.</li> <li>Understanding languages is key to understanding the world around us.</li> <li>Expressing ourselves through languages is key to communication.</li> <li>Literature fires imagination and inspires creativity.</li> </ul>			 <p>CHRIST THE WORD CATHOLIC SCHOOL CRIST Y GAIR</p>
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
<p>Week 1</p> <p><i>How does the narrative begin to shape the reader's interpretation as the story moves towards the ending?</i></p>	<ul style="list-style-type: none"> <li>Reading: pp. 111–125.</li> <li>Explain how the narrative begins to resolve key events.</li> <li>Identify how Jerome's perspective develops in later chapters.</li> <li>Recognise how injustice continues to be constructed.</li> <li>Summarise key ideas from a section of the text.</li> <li>Begin to articulate ideas clearly in discussion.</li> <li>Use vocabulary: <i>responsibility, determinant</i>.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Summarise key events concisely without retelling.</li> <li>Select the most relevant ideas from a section of the text.</li> <li>Explain how the narrative begins to shape interpretation.</li> <li>Explain my ideas clearly in discussion using evidence.</li> </ul>	<p>Wk 1</p> <p><u>Homework</u> Blame Scale</p> <p>Set: W/B 13<sup>th</sup> April</p>
<p>Week 2</p> <p><i>How does Rhodes construct responsibility through character and action?</i></p>	<ul style="list-style-type: none"> <li>Reading: pp. 126–140.</li> <li>Analyse how responsibility is constructed through events.</li> <li>Identify how different characters contribute to key outcomes.</li> <li>Compare how characters respond to the same situation.</li> <li>Recognise that responsibility is complex and shared.</li> <li>Justify ideas in discussion using evidence.</li> <li>Use vocabulary: <i>culpability, implicate</i>.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Select relevant evidence about different characters.</li> <li>Compare responses using clear comparative structures.</li> <li>Analyse how responsibility is presented differently.</li> <li>Justify my ideas aloud using evidence from the text.</li> <li>Build on another pupil's idea.</li> </ul>	<p>Wk 2</p> <p>Due: W/B 27<sup>th</sup> April</p>
<p>Week 3</p> <p><i>How does Rhodes use language to shape the reader's understanding of injustice?</i></p>	<ul style="list-style-type: none"> <li>Reading: pp. 141–155.</li> <li>Analyse how language constructs meaning in key moments.</li> <li>Identify how specific word choices shape interpretation.</li> <li>Recognise how the reader is positioned.</li> <li>Summarise the central idea of an extract.</li> <li>Refine ideas through discussion.</li> <li>Use vocabulary: <i>systemic, inevitability</i>.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Select precise and relevant quotations.</li> <li>Analyse how specific words shape meaning.</li> <li>Link language to injustice or responsibility.</li> <li>Explain and extend my ideas clearly in discussion.</li> <li>Respond to another viewpoint using evidence.</li> </ul>	<p>Wk 3</p> <p><u>Homework</u> Predict the Ending</p> <p>Set: W/B 27<sup>th</sup> April</p> <p>Due: W/B 11<sup>th</sup> May</p>

<p>Week 4</p> <p><i>How does the ending shape or challenge the reader's interpretation of the novel?</i></p>	<ul style="list-style-type: none"> <li>• Reading: pp. 156–end.</li> <li>• Analyse how the ending resolves and challenges key ideas.</li> <li>• Identify how meaning is shaped across the text.</li> <li>• Compare key moments to develop interpretation.</li> <li>• Recognise that interpretations can differ.</li> <li>• Present and respond to viewpoints in discussion.</li> <li>• Use vocabulary: <i>justification, exonerate</i>.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Select key moments from across the novel.</li> <li>• Compare how ideas are presented in different sections.</li> <li>• Evaluate how the ending shapes or challenges meaning.</li> <li>• Present a clear viewpoint in discussion.</li> <li>• Respond to and challenge ideas respectfully.</li> </ul>	<p>Wk 4</p>	
<p>Week 5</p> <p><i>How can I evaluate and justify a clear interpretation of the novel?</i></p>	<ul style="list-style-type: none"> <li>• Evaluate different interpretations of responsibility.</li> <li>• Identify the most relevant evidence across the text.</li> <li>• Develop a clear and reasoned interpretation.</li> <li>• Compare and weigh different viewpoints.</li> <li>• Prepare ideas for structured discussion.</li> <li>• Use vocabulary: <i>mitigate, accountability</i>.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Form a clear and developed interpretation.</li> <li>• Select precise evidence from across the text.</li> <li>• Compare different viewpoints effectively.</li> <li>• Justify my ideas with clear and reasoned arguments.</li> <li>• Organise and articulate my ideas clearly before discussion.</li> </ul>	<p>Wk 5</p>	<p><u>Homework</u> 3-2-1 Breakdown</p>
<p>Week 6</p> <p><i>How can I evaluate responsibility and justify my ideas in discussion?</i></p>	<p><b>SYL: Group Discussion - Who is most responsible for what happens to Jerome?</b></p> <ul style="list-style-type: none"> <li>• Evaluate responsibility using evidence from the text.</li> <li>• Recognise how different viewpoints can be justified.</li> <li>• Sustain a clear and reasoned argument.</li> <li>• Respond to and challenge ideas in discussion.</li> <li>• Use vocabulary: <i>responsibility, culpability, justification</i>.</li> </ul>	<p><b>SYL Success Criteria</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Use precise and relevant references from across the novel to support my ideas.</li> <li>• Present a clear and developed viewpoint about responsibility.</li> <li>• Justify my interpretation using well-chosen evidence.</li> <li>• Respond to and build on others' ideas effectively.</li> <li>• Challenge viewpoints respectfully using evidence from the text.</li> <li>• Sustain a clear and focused line of argument throughout the discussion.</li> </ul>	<p>Wk 6</p>	<p>Set: W/B 11<sup>th</sup> May</p> <p>Due: W/B 1<sup>st</sup> June</p>