

Year 7 Teaching Objectives:

Reading 8: infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.

Reading 20: explore the notion of literary heritage and understand why some texts have been particularly influential or significant.

Reading 6: adopt active reading approaches to engage and make sense of texts, e.g. visualising, predicting, empathising, and relating to own experience.

Lesson	Introduction	Development	Plenary / homework
1.	Introduce the concept that we can date a text without actually knowing much about it. Students suggest things/clues we can look for.	In pairs students place the excerpts ( <i>Student Excerpts</i> resource) in order. They should make notes on how they came to their decisions, what clues there were etc. They should also try to identify the genre.	Students share their ideas and thoughts, comparing their findings with others. <b>H.W.</b> Students explain the term “science-fiction.” Make a list of 10 things associated with the genre; complete with explanation of why they are associated.
2.	As a class, brainstorm ideas associated with sci-fi. Share definitions, including analysis of the words/term. Explore why the genre might have developed.	Return to the excerpts; identify the ideas that make them sci-fi. Do they fit our definition? Choose one of them and predict how the story might develop.	Students share their ideas and predictions. They should explain how they made their choices.
3.	Introduce the novel, with some brief historical context. As a class record some predictions about the story/characters.	Shared reading of chapter 1. Focus on the basics of plot, setting and character. <b>N.B.</b> Students will need to accustom themselves with language.	Compare the first chapter with the predictions made on the board.
4.	Recap on the events of the first chapter. Discuss the impression given of humans in this chapter.	Using the <i>Humans</i> resource, students revisit the chapter and pick out references to show that man’s concerns were trivial. Students write the answer “What impression is given of humans in chapter 1? Explain why you think the author chose to start the novel in this way.”	Students share their answers and debate the written task. <b>H.W.</b> Students should look closely at the section of the text beginning “One night...” and comment on the following: <ul style="list-style-type: none"> <li>• Use of adjectives</li> <li>• Use of detail</li> <li>• Impact of the last sentence</li> </ul>

## Year 7 Teaching Objectives:

Reading 4: Make brief, clearly organised notes of key points for later use

Speaking &amp; listening 1: Use talk as a tool for clarifying ideas.

Lesson	Introduction	Development	Plenary/homework
5.	Using their reading diaries, students explain and explore the chapters they have read for homework. The concept of tension is introduced: what is it? why is it used? etc.	In groups of 4, students explore the build up of tension in chapters 1-3. They are focused on the endings of chapters 1 & 3 as a starting point. Words and phrases are selected to support their ideas. Allow for quiet time, so students can write up their ideas.	Students report back their findings, linking them to the purpose of the author.
6.	Recap on the way tension has been used in the opening chapters and why. Consider as a class, whether this is the high point of the tension.	In groups of 4, students consider chapter 4. They focus on how and why the tension has increased. Students are expected to spend some time on the description of the machine. Again they collect phrases and words to support their ideas. Allow quiet time so they can write up their ideas.	Students report back their findings, considering whether the tension can be maintained for much longer.  <b>H.W.</b> Read chapters 6&7. Complete reading diary: focus is tension.
7.	Students report their ideas on the build up of tension in chapters 6&7.	In groups of 4, students discuss the break in tension in chapter 7. They should consider the way in which this break in tension is conveyed, collecting words and phrases as evidence. Students explore how they could represent the tension, in the opening 7 chapters, for others to understand.	Students report back to the class, explaining their findings.

Reading 6: adopt active reading approaches to engage and make sense of texts, e.g. visualising, predicting, empathising, and relating to own experience.

**Sentence level 13: revise the stylistic conventions of non-fiction: recount**

Reading 8: infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.

Speaking & listening 1: Use talk as a tool for clarifying ideas.

Lesson	Introduction	Development	Plenary/Homework
8.	Class discussion based on individual ideas about how the plot will develop. Students are expected to support their ideas with reference to the text, where possible. Links can also be made to build up of tension.	Class reading of chapters 8&9. Students should be looking out for ways in which the author builds up tension and tries to keep the reader interested.	Students report back their ideas to the class exploring the techniques of the writer.
9.	Introduce the plan of the newspaper front page. As a class, students supply the information to fill in the boxes, discussing techniques they have seen used in the paper e.g. alliteration, onomatopoeia, puns etc. Also use of 3 <sup>rd</sup> person and past tense.	Students begin a newspaper report, focussing on the events in the story so far. They can choose how much or how little they wish to report. They should also concern themselves with present tense and vocabulary choices.	Students share their headlines with the class. Others identify the techniques that have been used.  <b>H.W.</b> To complete the newspaper report.
10.	Read chapters 10 & 11, focussing on how the narrator feels.	Explore in pairs the numerous things that happen to the narrator in chapter 10. Consider what sort of feelings these events would evoke. Collect evidence that suggests the narrator is experiencing these feelings.	Students report back to the class, linking the feelings of the narrator to the increase in tension.
<p><b>Assessed Task:</b> Students complete one of the following tasks in class, using their notes from previous lessons to help them (teacher can assign tasks according to ability):</p> <ol style="list-style-type: none"> <li>1. Explore how tension is created and maintained through the first six chapters of the novel, <i>The War of the Worlds</i>.</li> <li>2. Write a letter to the author explaining what you liked and didn't like about the first ten chapters of the novel. Give reasons for your choices.</li> <li>3. Write a review of the book for a website aimed at students your age.</li> <li>4. Discuss what we learn about the narrator from the first eleven chapters of the book.</li> </ol>			