

**Book Title: Born to Play**

This list of activities is designed to offer ideas for use with *Born to Play* by Dan Freedman and it is intended to cover a half term period. Most of these activities will require pupils to build up their work over two to three lessons and this is why we have entitled the individual components as a numbered ‘Activity’ rather than a ‘Lesson’.

There are a range of assessments that can be used for the new National Curriculum for English for reading and writing. The free downloadable learning ladders developed by Hiltingbury Junior School have progress trackers and ‘I can’ statements which can be used alongside these activities: <http://www.learningladders.info/?gclid=CIivs6vm6L8CFesBwwodNQQAUw>

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| **Activity**  **1** | **English Frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Back-ground** | Lower KS2 Reading, Writing and Spoken Language. | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | Pupils can make their own predictions as to the development of characters and action and are confident in discussing these predictions with their peers.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings/groupings of pupils;  Scaffolding of questions using Blooms’;  Provision of question stems for less able;  Oral scaffolding in the prediction task;  Character and focus of prediction in the task.  \*Additional challenge:  Pupils could write an alternative beginning to the book and share with their peers to assess which version they prefer. | Dan Freedman has written an entire series of books devoted to Jamie Johnson’s football career. Dan describes *Born to Play’* as a special story about Jamie when he was 11. It’s a prequel to the other books in the series and inspired by something that happened to Wayne Rooney when he was 11. Rooney was mascot for his favourite club Everton when he was 11 and this will be the focus of a later activity for pupils.  Follow this link to view Dan talking about the way Wayne Rooney inspired *Born to Play*  http://www.danfreedman.co.uk/writing/  Dan also explains that Jamie is a mixture of all of the great footballers he has met including Ronaldo, Rooney, Gerrard, Giggs and Messi. He has been lucky enough to work with all of these players and there’s a little bit of all of them in Jamie Johnson …..  Within reading groups read page 1 up to ‘…*the whole of Year 7’and* ask pupils to consider:  How does Dan take the reader to the heart of the action immediately?  How does Dan create excitement in the opening sentences of the book?  Explore the way that Dan uses three short simple sentences to create an almost slow motion effect while the ball is in the air, that builds up the excitement at the beginning of the novel.  Questions for discussion:  What have you already learnt about Jamie?  What evidence from the story tells you this?  What impression do you have of Bryn Staunton and Tyler Forbes already? Why?  Take predictions as to what will happen if Jamie attempts this overhead kick?  Pupils could also experiment with a series of short simple sentences to start a story of their own, taking their reader to the heart of the action.  Pupils should evaluate whether this is an effective way to start the book and discuss alternative ideas. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment.  Pupils’ predictions to be used as a reflection point as the reading of the novel progresses. |
| **Activity**  **2** | **English Frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Football chump!** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Resources to complete the task e.g. ICT, paper based, recording, video.  Strategies to complete the task e.g. group or paired research.  Pairings/groupings of pupils;  Scaffolding of questions using Blooms’;  Provision of question stems for less able;  Oral scaffolding in the prediction task;  Character and focus of prediction in the task.  \* Additional challenge: Pupils could explore the extent to which Jamie could be a young Dan? Pupils could write about their own ambitions or experience and create the ideal character to represent them. | **‘Football Chump’**  In reading groups, read to ‘football chump’ on p3. Where pupils’ predictions correct? Do they prefer their own predictions or the actual outcome?  Jamie describes this free kick incident as the ‘second most embarrassing moment’ of his life.  Questions for discussion:  Why is this so embarrassing for Jamie?  What phrase also tells the reader that Jamie is frustrated at his performance (‘His mind screamed with anger – if appropriate discuss the figurative here).  Pupils’ could share their most embarrassing moments with a friend, telling the tale honestly at first and then embellishing their story by adding exaggeration. Discuss which version of an embarrassing moment would be more interesting to a reader and why.  Read on to the end of page 4:  Why are Bryn and Tyler unpleasant to Jamie?  What is different about Hugo Bogson in comparison to Bryn and Tyler?  What else do we find out about Hugo here?  Out of these characters, who would pupils most like to have as their friend and why? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **3** | **English frame-**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **A wish list for life** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | Pupils can infer information from the text and make appropriate  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Resources to complete the task e.g. ICT, paper based, recording, video.  Strategies to complete the task e.g. group or paired research.  Pairings/groupings of pupils.  \* Additional challenge: pupils complete a wish list for a person living in a different time zone e.g. Egyptian, Roman etc. as appropriate. How would this differ to the wish list of someone living in the 21st century? | **‘A wish list for life’**  Read pages 5 and 6. What do we learn instantly about Jamie’s mum?  Read Jamie’s wish list for life, ‘everything he wanted’. All of the items except number 5 are based on Jamie’s own wishes. What does this tell the reader about his relationship with his mum?  Pupils could create their own wish list. However, rather than creating ten things they want themselves, they should make at least three wishes that would benefit other people. (SMSC opportunity)  These wish lists should then be shared with other pupils – are there any similarities?  Challenge pupils to consider how might these wish lists differ if they were written by people in a different situation– use images to show a parent, a homeless person or a child living on the streets in another country etc. to provoke different wish lists. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **4** | **English frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **A grand-dad’s advice** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | Pupils can write in role, basing their work on their understanding of the characters in the text.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings and groupings;  Choice of task;  Resources to complete the task e.g. recording.  \* Additional challenge. Pupils could play the role of a psychologist or counselor to question Bryn and Tyler or could write from the point of view of Bryn or Tyler to explain why Jamie is a threat. | **‘Beat those bullies!’**  Jamie’s granddad Mike has strong opinions on the reasons why Bryn and Tyler treat Jamie so badly. Discuss with pupils as to whether they think he is right and whether or not they agree with Mike’s advice to stand up to them. Pupils should produce their own advice for Jamie based on their understanding of his character and his relationship with other characters within the action in the text so far.  Pupils could write a paragraph as Mike and give Jamie direct advice as to how he should stand up to Bryn and Tyler, using pages 3-4 as the basis.  Pupils could also ‘Hot seat’ the teacher acting in role as Bryn or Tyler to find out why they feel the need to bully Jamie. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment.  Peer assessment on the success criteria negotiated by the class.  . |
| **Activity**  **5** | **English frame-**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Incorporating humour into writing.** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils will be able to incorporate humorous elements into their own writing.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings, groupings;  Choice of task;  Strategies to complete the task;  Provision of descriptive toolkits;  WOW word banks;  Visual / Audio stimuli;  Writing frames as desired.  \* Additional challenge: Jamie wins the ‘sick balls’ fight but pupils could write their own alternate ending to this particular piece of action. | **‘Incorporating humour into writing’**  Dan likes to create very clear images for his reader and often uses similes to do so. For example, on page 7-8, where Jamie is trying to sleep but ‘His thoughts and worries were swimming round like evil sharks in his head’. (Also page 11 where Dan describes Hugo’s farts ‘like a duck quacking’). What is the effect of these similes on the reader?  One half of the pupils should turn their back to the IWB and the remaining pupils could be shown an image on the IWB. These pupils could compile similes and metaphors around this image (without using proper nouns or concrete nouns) so that they are creating images for the other pupils, who can then guess what the image might be. Swap pupils and images.  In reading groups, read pages 10-12 and Dan’s description of Hugo Bogson. What other devices does Dan use to create humour here?  Pupils could create their own humorous description of an imaginary friend in the same way that Dan describes Hugo. The description should include figurative language and could be focused around an image of a comedy character from film or television if desired.  In reading groups, read through pages 12-15. Dan likes to create humour in his writing as per his own guide sheet on creating humour. How does Dan create humour in this piece of playground action? Pupils should support all comments with textual evidence and complete this response in writing for assessment by a peer. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment.  Peer assessment based on the success criteria negotiated from Dan’s ideas on comedy writing. |
| **Activity 6** | **English frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Warm Up’**  Part 1 | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils will be able to complete a research-based task and compile relevant information for their audience.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings, groupings;  Own choice of task;  Strategies to complete the task (could be a spoken activity if desired);  Provision of  WOW word banks;  Visual / Audio stimuli (e.g. comedy clips);  Writing frames as desired. | **‘Warm Up’ Part 1**  On pages 19-20, Dan provides descriptions of the Hawkstone players as they complete their warm up before the match including Jamie’s favourite, Harry Armstrong.  Pupils could discuss the differences between the description of Leon Tibbs, the goalkeeper and the captain, Harry Armstrong. How does Dan want the reader to feel about these two characters? Can pupils give predictions based on these descriptions as to what might happen next?  Pupils could complete their own research to create a fact file on their favourite football players or sports stars or other celebrities. This could also be compiled into a small group presentation on their ‘Dream Team’, in which pupils persuade the rest of the class that theirs is the best football team or group etc. as appropriate,  A point to consider with pupils:  Jamie asked Mike not to come to watch him play in his forthcoming match (page 21) ‘*That was why Jamie respected Mike so much: he always understood.’*  Why do pupils think that Jamie did not want Mike to watch? What is it that Mike understood? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **7** |  | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Warm Up’**  Part 2 | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils can complete a letter in the appropriate style, language and tone for a specific audience.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs/ groupings;  Choice of task;  Choice of method to complete the task.  \*Additional challenge:  Pupils could instead compose a short speech (utilising persuasive devices) that Tony Walsh might deliver to fans at the beginning of the match urging them to support the team. | **‘Warm Up’**  Part 2  Read through pages 22-23 up to the point where Jamie pulls out the Harry Armstrong poster and is planning to place it on his wall. What have pupils learnt about Jamie? (Hates reading at school, learns words through reading the match programmes, boring reading at school etc.). Pupils could discuss the books they would like reading for pleasure and compile book reviews for other pupils to read.  Continue to read through to the end of the chapter including Tony Walsh’s message to the fans of Hawkstone United. Jamie states that he has never seen Tony Walsh, but he seems like a ‘good bloke’ from the messages he writes in the match programmes. How does Tony Walsh seem like a ‘good bloke’ from the language he uses in his messages? Discuss the features of this message that are intended to appeal to the fans with pupils. Pupils could write as the chairman of their favourite football club and compile their own message to the fans (or group or other sports club in which they are interested). The message should then be read by their peers to see if they have achieved the same effect as Tony Walsh’s message.  JJ could see himself playing for Hawkstone, in fact he willed it to happen. Pupils should discuss whether they have ever willed anything to happen? What was the result? Why is Dan including this detail for Jamie? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **8** | **English frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Two on Two’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including forP expressing feelings. | Pupils can make predictions based on their understanding of the characters in the text.  Pupils can discuss writer’s techniques.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings, groupings;  Choice of question to answer as a written response;  PEE/PEEE or other response scaffolding format;  Language of analysis scaffolds.  \*Additional Challenge: Pupils could imagine or write about an experience where they were nearly caught out! Pupils should exaggerate the story or imagined experience to ensure that the reader is engaged. | **‘Two on Two’**  Within the beginning of this chapter, Jamie watches his granddad Mike watch the game. After an incident on the pitch, Mike states, ‘*A bit of class goes a long way in this game- remember that.’*  Points for discussion: What do you think Mike means by that statement? How do you think that this phrase might become important later in the book? What could happen to Jamie?  Jamie meets Jack in Sunningdale Park for football practice between pages 26 and 27. Read together up to ‘*His voice caught in his throat*’ on page 27. Points for discussion: Why didn’t Jamie tell Jack the truth about the bullies? Why do pupils think that Jamie’s voice is caught in his throat?  Jack wants to take Bryn and Tyler on in a match. Pupils could read up to ‘Let’s do it’ on page 30 and then discuss their predictions with each other and write them down before reading on.  Questions for discussion:  What does this section tell you about Mike’s feelings for Jamie?  What do you learn about Jamie’s relationship with Jack?  Jamie boasts and tells an enormous lie to Jack about the way he had dealt with Bryn and Tyler earlier. Pupils should work in talk partners and tell one truth and one lie, practising exaggeration while their partner has to work out which one is the truth. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **9** | **English frame**  **work** | **Learning objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How will progress be measured?)** |
| **‘Sunday Best’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to create an alternative version of the action at this point in the novel.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs and groupings;  Choices to support the completion of the task (e.g. role play);  Scaffolds for discussion talk;  Textual clues for less able. | **‘Sunday Best’**  Once pupils have read what happens with Bryn and Tyler on page 32 they should compare their predictions together. Is this what pupils thought would happen? Why/ why not? Is there anything they would change?  Pupils could create their own outcome to this ‘Two on Two’ for Jamie and Jack versus Bryn and Tyler. This could be produced within a team as a role-play or a play script activity.  \*Additional challenge: Pupils could complete a piece of written narrative that provides an alternative version of events at this point in the novel. How would this alternative version of events change the rest of the outcomes within the novel if at all? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity 10** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Turning the Tables’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to comment on a character’s motivation using appropriate evidence to support their ideas.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings/ groupings;  Options for responses to reading i.e. written or spoken. | ‘**Turning the Tables’**  Read through pages 34-5. Compare the difference between the way Bryn and Tyler treat Jamie here with pages 3-4 and 13-14. How has their behaviour changed towards Jamie and why?  Why does Jamie refer to his friend Hugo as a problem?  Read through pages 35-6. Why is Jamie so unpleasant to Hugo? Are pupils surprised by Jamie’s actions – why/ why not?  Jamie feels ‘…*a little guilty at the same time’*  Pupils could either articulate their ideas vocally or in writing or use appropriate evidence from the text to justify these ideas. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment.  Peer assessment as per the success criteria they negotiate at the start of the activity. |
| **Activity 11** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘The Over-head Kick’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils will be able to compose clear written instructions.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairings and groupings  Support for choice of task  Strategy to complete the task e.g. perform, write, ICT.  Allocation of specific audience e.g. writing the instructions for a younger audience or a professional footballer. | **‘The Overhead Kick’**  Pupils could reflect back to pages 1, 2 and 3 where Jamie tries an overhead kick. Jack teaches Jamie how to do an overhead kick and Dan demonstrates this through the use of diagrams and step-by-step guidance.  Explore the diagrams and step-by-step guidance for how to perform an overhead kick on pages 40-41; this could obviously be performed as desired. Negotiate the features of instruction writing as a class and use these as success criteria for pupils’ own writing (see also the differentiated guidance sheets attached). Pupils can then complete their own instruction writing for a football move or any instruction of their choice, with other pupils trying out the written instructions to test clarity and appropriateness of writing. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **12** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Standing Up’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, end punctuation within inverted commas.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils can prepare a play script for performance.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs and groupings;  Strategies to complete the task;  Model texts showing direct speech used correctly. | **‘Standing Up’**  Read through to the match announcement on page 43. How do pupils think that Jamie feels about the Hugo situation now? Support this with evidence from the text.  Read on through pages 44-46. Why do pupils think Jamie chooses this point to stand up for Hugo against Bryn and Tyler? What would pupils have done in this situation?  Pupils could compile a play script for performance or a short piece of action writing entitled ‘Standing Up’ where their main character stands up to bullies and as a result gains their respect.  \*Additional challenge:  Complete a piece of narrative action utilising appropriate punctuation to demonstrate direct speech including exclamations. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **13** | **English frame work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Match Day’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to speculate as to the next series of events by making reference to the text.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs and groupings;  Choice of method  to complete the task e.g. story map, story board, oral narrative, a written narrative or script.  Ex  to  • \_ | **‘Match Day!’**  Refer pupils back to Jamie’s wish list on page 7. By page 49 Jamie has now achieved two items on this wish list and feels that ‘*something different might be afoot’* and that it could be a ‘*special day’.*  Dan ends this chapter with a question that Jamie might be asking himself and the reader might be wondering, ‘…*why? And …how?’* Pupils could now try and answer that question by writing the next short section of the book, following the introduction of Dillon Simmonds. This piece of writing could be a story map, a story board, oral narrative, a narrative or script as desired. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **14** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **‘Game on’** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils can make predictions based on their understanding of the text.  Pupils can create clear visual images for their readers.  Pupils will be able to comment on a character’s motivation and justify their response by reference to the text.  Pupils will be able to use punctuation to create specific effects within their writing.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress. | ‘**Game on’**  Read through pages 50 to 52 where Dan introduces us to Dillon Simmonds from the Kingfield team. At the end of this first meeting, Jamie states ‘*You’ll pay for that Dillon Simmonds,* he promised himself. *You’ll pay.’* How do pupils think that Jamie will make Dillon pay? Pupils could now write a description of an imaginary first meeting with someone who is a friend and someone who is a bully or just unfriendly. Pupils can write in third person (perhaps using Jamie or Jack as the main character) or write in the first person to imagine a meeting they might have or to exaggerate on a meeting they might have had.  Read up to the point where Dillon Simmonds scores. Dan uses a simile to describe Dillon’s goal ‘It shot like a rocket straight into the top corner’ (page 54). How does this description create a visual image for the reader?  Dillon yells at Jamie’s team to ‘*Have some of that!’.* How do pupils think Jamie might react?  Read on to page 55 and discuss how losing at that point in the game ‘…*started a rage in Jamie’.* Explore this point further with pupils. Rage is a powerful word to use to describe Jamie’s feelings at that point and Dan clearly wanted to show the depth of Jamie’s emotions. However, Dan shows that Jamie will use that rage to produce a positive result and prove Dillon Simmonds wrong. Discuss with pupils: Have they ever felt that same kind of rage and turned it to positive effect? What would be the effect if Dan had used the word ‘cross’ or ‘annoyed’?  Pupils could be asked to reflect on Jamie’s demonstrations and feelings of anger throughout the book and find as many examples as possible where Jamie shows rage or anger.  Examples include:  Page 2 ‘*Hi*s *screamed with anger’*  Page 51 *‘”Don’t talk about my dad” Jamie snarled’*  *‘Jamie was so angry he wanted to punch this ugly idiot as hard as he could, right in the face’*  Page 55 Being 2-1 down in the match against Kingfield, *‘It started a rage in Jamie’*  Page 60 *‘… he channelled his anger at Dillon’*  Pupils could complete an emotion graph to demonstrate the way that Jamie’s emotions fluctuate throughout the book.  How does Dan create the sense of speed as Jamie decides to prove Dillon wrong?  Discuss with pupils the way that Dan creates speed in this section of writing by using series of short sentences to create speed as well as punctuation to move the action along. Dan then stops the action and almost creates the sense of Jamie’s heart beating as he stops. Explore with pupils how Dan creates this effect i.e. another series of short sentences and a sentence interrupted by ellipsis. Pupils could try writing a few sentences using a mix of sentences and some of the features Dan uses to describe a player (any sport) moving at speed. This writing could of course be acted out prior to writing if desired. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity no**  **15** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How will progress be measured?)** |
| **A Big Decision** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to create a sense of action within their writing.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs and groupings;  Focus on specific characters and actions;  Choice of strategy to complete the task;  Provide character profiles/ WOW word banks for less able. | **‘A Big Decision’**  Read through to page 57. Explore with pupils the ways in which Dan creates slow motion effects and heartbeat moments when Jamie takes the free kicks (e.g. use of commas to break up the action, ellipses, parentheses and involving other characters in watching the path of the ball) and highlight these features within the text.  Pupils could now try performing a sports move in slow motion (safety permitting of course) and then extending their earlier piece of writing to incorporate a piece of slow motion effect. Pupils could also try commentating on each other’s moves to understand how language can be used to structure a slow motion / speed effect. These could be made into short films as appropriate.  Continue reading page 58 and explore how Dan uses additional effects to add to the sense of tension as Jamie plays e.g. use of onomatopoeia ‘*Thwack!’, ‘Thud!’* questions and exclamation marks. Pupils could now edit their original writing to include some of these additional features to create a real sense of action for their chosen sport.  Read through to the middle of page 60 where Jamie sees Bryn and a Kingfield player clash heads as they both try to head the ball. Dan uses another simile to create the sound of these two players clashing, ‘*It sounded like two coconuts being crashed together’.*  Dan then moves the action to Jamie ‘*Jamie saw the Kingfield player slump to the ground. He looked in a really bad way…but the ball had been cleared straight to Jamie!’*  Explore the idea that this action gives Jamie a moral dilemma – to see what had happened to the player or to run with his possession of the ball and score against Dillon Simmons? What would pupils have done if they were in that position?  Read through the rest of page 60 through to page 62, were Jamie kicks the ball out of play so that the injured player can be tended. What does this sentence tell pupils about Jamie’s feelings at this point, ‘*Yes, he was giving up a near certain goal but he knew that boy needed help’*? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity no**  **16** | **English frame**  **work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How will progress be measured?)** |
| **A Touch of Class** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to evaluate a character’s decision to act a certain way.  Pupils are able to write in role.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress. | **‘ A Touch of Class’**  Jamie’s feelings about the match continue and he still wonders whether he had done the right thing on page 63. Pupils could complete a ‘Conscience Alley’ exercise to explore whether Jamie had made the right decision. This activity can focus heavily on the idea of sportsmanship and pupils’ SMSC development. Pupils could then write a letter from the injured boy to Jamie or from the boy’s dad thanking him for stopping play and perhaps even showing their gratitude with a gift?  Question for discussion: Read the bottom of page 63 and the first half of page 64 where there is some dramatic irony in the text. How would Jamie have felt if he had known that Mike had seen the match? How does Mike feel about Jamie’s decision to end play?  Read on to page 66. How do pupils think that Jamie feels about the opportunity to have met Tony Walsh (after having read his messages to the fans in the match programmes) and to be the mascot for Hawkstone at the next match? How does Tony show a ‘*Touch of class’* in this extract? | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |
| **Activity**  **No**  **17** | **English Frame-work** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Leading out the Team** | Lower KS2 Reading, Writing and Spoken Language | **Reading:**  Develop positive attitudes to reading and understanding of what they read;  Discuss words and phrases that capture the reader’s interest and imagination.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  **Writing:**  Discussing and recording their ideas in different ways (composition)  Composing and rehearsing sentences orally (composition);  Use of more specific and accurate punctuation within speech sentences (punctuation)  Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.  **Spoken Language:**  Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | Pupils are able to articulate or write a description of a person.  Pupils are able to incorporate figurative language into their writing (similes)  Pupils are able to make comparisons of action at different points in the text.  Pupils complete or work towards the appropriate end of lower KS2 objectives (or upper KS2 for most able).  Utilise framework grids for success criteria and to track progress.  Differentiate through:  Pairs / groupings  Choices of methods to complete tasks e.g. orally, written, ICT.  Opportunities to scaffold ideas from others.  : | **‘Leading out the team’**  At this point Jamie meets his hero, Harry Armstrong (page 69 to halfway down page 70). Pupils could articulate or write to describe their own hero (this could be a football or other sports player, a celebrity, or a family member etc.) and explain why this person is a hero to them.  Point for discussion: Does Harry live up to Jamie’s expectations? How do pupils know this from the text?  Read on through the rest of page 70 to page 72. How does Jamie’s meeting with Leon Tibbs compare to that with Harry Armstrong?  Questions for discussion: How does Dan show how determined Jamie was to score against Tibbs (e.g. language and sentence structure such as ‘*Jamie was very angry. Very angry.’* page 72*)*.  Compare Jamie’s performance of the overhead kick at this point to earlier in the book. Once again, Dan uses a simile to describe Jamie’s overhead kick, ‘*Jamie’s shot fired like a cannonball straight into the corner of the net’.* Page 73.  Pupils could now compile their own similes around football manoeuvre or sports activities of their choice.  Point for discussion:  What is significant about Harry Armstrong’s comment at the end of page 74?  Pupils should consider why Dan has chosen the title ‘*Born to play’* (page 76)  If pupils haven’t yet read the next book in the series, they could try to predict how Jamie’s career might develop through compiling their own narrative based on their own understanding of Jamie’s motivation and personality. This could also be completed a video activity.  \*Additional challenge: Pupils could compile the narrative to extend the book from the viewpoint of another character e.g. Mike, Jamie’s mum, Jack or Dillon Simmons. | Use ‘I can’ statements for lower KS2 or upper KS2 as appropriate to facilitate peer and self-assessment. |