

**Book Title: Man of the Match**

This list of activities is designed to offer ideas for use with *Man of the Match* by Dan Freedman. 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 an individual ‘Lesson’.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity**  **1** | **AFs** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **The Warm Up!** | SLAF 1, 2 | To explore and predict possible outcomes for characters within Man of the Match. | Pupils will collaborate in pairs to compile predictions prior to reading the text, which they can justify orally or through evidence to the previous book ‘*Golden Goal’.*  Pupils can:  Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit. (L5)  Sustain roles and responsibilities with independence in pairs or groups. (L5)  Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion. (L6)  Shape direction and content of talk with well judged contributions. (L7)  Differentiate through:  Pairings of pupils;  Use of whole class book talk to focus on clues within specific language;  Oral scaffolding in the prediction task;  Providing a specific focus for prediction e.g. one character only. | **The Warm Up!**  **Pre reading activities:**  Using the front cover, what do pupils think is the meaning of the phrase ‘It’s crunch time for Jamie Johnson…’ Use book talk strategies to explore all possibilities within this phrase as to the possible events within this book. Similarly, use book talk to decode the blurb on the rear cover prior to making predictions.  Using ‘Think, pair, share’ strategy, pupils begin working in pairs, and decide on three predictions for the action within the book, with their reasoning for these predictions.  Predictions should then be put into sealed envelopes, which are not opened until the end of the reading of the novel. Pupils can then compare these predictions to the actual events in the book / comment on effectiveness of actual over their own predictions and their accuracy in deducting and inferring information from the text. Keep all envelopes until the end so that these predictions can be peer assessed for accuracy. | Pupils’ predictions to be used as a reflection point at the end of the reading of the novel.  Pupils’ predictions can be peer assessed at the end of the reading of the novel.  Pupils should also be given the opportunity to reflect on the clues they used in the text to make their predictions. |
| **Activity**  **2** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **My type of football-er!** | RAF 2,3, 6  WAF 1, 2 | To explore possible outcomes for a specific character within ‘*Man of the Match’* | Pupils collaborate in groups to research, select and present appropriate information to engage and entertain readers of a specific age.  Pupils can:  Select relevant information from a range of sources. (L5)  Make inferences and deductions based on the information read.(L6)  Summarise and synthesise information from a range of sources.(L7)  Writing:  Relevant ideas and material developed with some imaginative (L5)  I Imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, *(L6)*  I Imaginative and generally successful adaptation of wide range of forms and conventions to suit variety of purposes and audiences (L7)  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;  Scaffold for research items.  \* Additional challenge: Pupils could explore the autobiography or biography or a particular footballer / sportsperson to add that person’s own viewpoint to the presentation i.e. which goal they thought was best and why; their feelings at scoring particular goals or winning games etc. | On the front cover of the first edition of the novel, there is a quote from Ryan Giggs: *‘Jamie Johnson is my type of footballer’.*  Pupils will now be conducting their own research into a “My type of footballer’ – a footballer of their choice or a sportsperson if preferred. Their information will be compiled into a medium of presentation to engage and entertain readers of a specific age (decided by teacher). The purpose of the presentation will be to persuade their audience that this person should be voted to be ‘Footballer or Sportsperson or of the year’. This person can be a current or past footballer or sportsperson.  Pupils can work in pairs (or small groups as desired, but each person should have a key role to play in preparing and delivering the presentation). Pupils should begin by planning the information they need to compile about their footballer or sportsperson e.g. collating details about their sporting highlights. What makes this person more worthy of the title ‘Footballer or Sportsperson of the year’.  Pupils should also be given the opportunity to explore persuasive techniques within writing and also speech – perhaps by looking at a football manager’s speech on You Tube – a comedy clip and a real one! Share the success criteria for the use of persuasive language devices for the presentation.  Pupils should be given a choice of medium to complete their presentations i.e. a speech, a PowerPoint or Prezi presentation, iMovie or Moviemaker.  This activity should cover at least 3 lessons.  Once the presentations are ready, pupils should be given the opportunity to positively peer assess their presentations based on the success criteria for the use of language devices or criteria established by the class teacher. | Peer assessment of the completed based on appropriateness of the presentation of information for a specific audience in terms of persuasive language, appeal and level of content or other criteria established by the class teacher. |
| **Activity**  **3** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Predict-ing the past!** | SLAF 2  RAF 2, 3 | To explore predictions on the text based on the evidence provided. | Pupils will be able to use a range of strategies to infer and deduce information to make a realistic prediction.  Pupils can:  Recognise significant details and implicit meanings, developing the speaker’s ideas in different ways. (L5)  Sustain roles and responsibilities within independence in pairs of groups, sometimes shaping overall direction of talk with effective contributions. (L5)  Adopt group role sand responsibilities independently, drawing ideas together and promoting effective discussion. (L6)  Shape direction and content of talk with well judged contributions. (L7)  Reading:  Select relevant information from a range of sources. (L5)  Make inferences and deductions based on the information read.(L6)  Summarise and synthesise information from a range of sources.(L7)   |  | | --- | | • |   Differentiate through:  Pairings and groupings;  Strategies to complete the task;  ;  Provision of ideas for less able.  \*Additional challenge: Compile the ‘real’ story behind Jamie’s present situation in the same style as Dan Freedman. Forward this to Dan via his website for his feedback. | **Prediction and reflection activity based on pages 1-2 of ‘Man of the Match’**  Conduct shared reading of pages 1 – 2 which is a prelude to a series of chapters which describe how Jamie found himself amongst the rats in a third division club.  *The approach here will obviously differ as per pupils’ ability and their knowledge of the previous novel ‘Golden Goal’.*  Following the reading of these pages, facilitate book talk around the text. Draw out and record pupils’ ideas as to a wide range of imaginative possibilities that led to Jamie’s current situation. Scaffold pupils to be able to answer the questions raised by the author on page 2,’What on earth was he {Jamie} doing here? How had he fallen so far?’  It may be useful to give pupils a reminder of the end of ‘Golden Goal’ to show Jamie’s situation at this point.  Alternatively, if pupils have no knowledge of the earlier novel or the way that Jamie’s character has developed, they might be more creative in their answers.  Pupils can record a written response or present this through role-play, story boarding, a commentary or hot seating. Pupils should justify their ideas by reference to the original text and save their predictions for comparison as they read the rest of the novel. All responses should focus on the use of sophisticated vocabulary to express ideas.  If the response is going to be in the form of a commentary, then it would be valuable for pupils to hear football or sporting commentaries in order that they can adopt the correct tone and pace. Commentaries can then be presented back to the class for peer assessment. *See also Activity 9 for Final Whistle on live commentary.* | Self assessment:  Use APP Reading grids or Level Ladders to enable pupils to monitor their own development and set their next targets. |
| **Activity**  **4** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Persuad-ing an audience** | WAF 1, 2, 3 | To explore how a range of persuasive techniques achieve a specific purpose.  Outcome: To complete a persuasive text appropriate for use within a specific medium e.g. television, website, radio, newspaper or magazine. | Pupils will be present a realistic advertisement that suitable for an appropriate audience.  Pupils can:  Shape their ideas and material appropriately for the selected form;  Structure their material clearly. (L5)  Control and structure their material clearly, taking account of the reader’s likely reaction. (L6)  Skillfully manage and shape information, ideas and events to achieve intended purpose and effect. (L7)  Pupils will be able to select and utilise persuasive devices within their writing.  Pupils can:  Use an appropriate style to maintain the reader’s interest throughout;  Use vocabulary for effect. (L5)  Use a range of stylistic devices to achieve an effect;  Experiment with a range of varied and ambitious vocabulary. (L6)  Use a varied range of stylistic devices to achieve the intended effect;  Use a range of varied and ambitious vocabulary to achieve the intended effect. (L7)  Differentiate through:  Resources to complete the task e.g. ICT, paper based, recording, video.  Strategies to complete the task e.g. through the choice of medium to complete and present the advertisement; Groupings: group or paired, ability, gender.  \* Additional challenge: Complete the script (or film) for an advert starring Jamie Johnson. Pupils must use the information given by Dan in the novel to reflect Jamie’s personality and career within the script. This can then be forwarded to Dan. | Exploring the features of persuasive writing within media texts.  Facilitate shared or independent reading of the novel up to page 14, where Jamie sees the poster where he is advertising the ‘Nemesis football boot’. Focus on the text relating to the advert on page 14 and facilitate book talk around this section, exploring the language choices i.e. ‘Nemesis’ – What does this say about the boot? Why would a sportswear brand use this word for a football boot?  Pupils could then be reminded of the techniques of persuasion used in media texts through their exploration of a range of adverts i.e. television, online, radio, newspaper, magazine and poster adverts.  Pupils could work in ability groupings to identify the persuasive features used by advertisers and explain the impact on the intended audience.  Once pupils have participated this exploration activity, they should then work within small groups to invent a brand new product (this can be football, sports based or something else of their own choice), select a celebrity to promote this product and compile their advert for the medium of their choice. If the product created has Jamie Johnson as the celebrity promoter, then the completed adverts could be forwarded to Dan.  The completed advert could be presented in a Dragons’ Den style, where teachers and TAs act as the Dragons and decide who they will back to create the advert.  All work completed should have the opportunity for peer assessment and constructive feedback. | Peer assessment on the success criteria negotiated by the class.  Use the APP grids for Writing for self-assessment purposes. |
| **Activity**  **5** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Journal-istic techniq-ues** | RAF 4, 5, 6  SLAF 1 | To explore the use of bias within a news article. | Pupils can:  I Identify how various features of the writer’s use of language are used, with some explanation. (L5)  Give some detailed explanation, with appropriate terminology, of how language is used. (L6)  Give comments that begin to develop precise, perceptive analysis of how language is used. (L7)  Differentiate through;  Pupil pairings;  Media texts for analysis;  Book talk to scaffold analysis.  \*Additional challenge: present a news report based on a real event within the school which contains a positive bias in favour of the school.  Compare two news reports from different newspapers covering the same topic. How does the bias vary? | Facilitate shared and independent reading of page 17, with a close scrutiny of the news article on Jamie Johnson and his dad ‘*Jamie Johnson doesn’t care about me’* by Barry Digmore.  Facilitate book talk to draw out the way that Digmore / Dan has given a negative image of Dan through a biased approach and the likely impact on the reader of this article. A range of news articles could also be used as examples of bias.  Engage pupils to respond Barry Digmore’s question at the end of the article. Are you related to a famous footballer? Do you have a story to tell. Working in pairs, pupils can role-play their responses thus building up their confidence to complete a written activity based on the bias within the media in a subsequent activity. | Self assessment:  Use APP Reading grids or Level Ladders to enable pupils to monitor their own development and set their next targets |
| **Activity**  **6** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Descript-ive techn-iques** | RAF 5  WAF1, 7  SLAF 1 | To explore and evaluate descriptive writing techniques.  To apply descriptive writing techniques within written / oral work. | Pupils can:  Develop ideas and material with some imaginative detail;  Use vocabulary for effect. (L5)  Experiment with a range of varied and ambitious vocabulary. (L6)  Use a range of varied and ambitious vocabulary to achieve the intended effect. (L7)  Differentiate through:  Pairings, groupings;  Choice of example material to model the task e.g. text, image, video;  Shared writing;  Choice of task;  Provision of descriptive toolkits;  Shared word banks;  Writing frames as desired.  \* Additional challenge: Transform Jamie Johnson or Jack or another literacy character who is a ‘goodie’ into a villain. Use the textual information to make this transformation believable. | **A portrait of a villain…**  Having facilitated shared and independent reading up to page 36, pupils should reflect on the character of Mattheus Bertorelli. How is the character introduced? What are our initial feelings towards him? Is he a stereotypical baddie? Why / why not?  Encourage pupils to explore a range of ‘baddies’ e.g. Dracula as presented in literature (see attached text and Powerpoint) or a villain of your choice. Scaffold talk around the extracts or images. How is the villain introduced / physically described/ depicted? Are there any commonalities? Explore through class discussion the use of language devices such as simile, metaphor, anthropomorphism and pathetic fallacy to create the atmosphere around a villain.  As a class discuss success criteria for a realistic written description of an imaginary villain. Engage pupils in shared writing through the Interactive Whiteboard or whiteboard for an imaginary villain. Compile a shared word bank of sophisticated language to use in the description.  Pupils should then complete a written description using the success criteria negotiated as a class. The choice of villain to create can be decided by individual pupils if desired e.g. a new villain for ‘Man of the Match’ or another novel in the Jamie Johnson series. | Use the success criteria negotiated within the class to peer assess. Pay particular reference to the effectiveness of sensory appeal, figurative language and powerful vocabulary choices.  Provide opportunity for self-assessment of writing using APP grids/ level ladders. Pupils should review their targets in light of their progress. |
| **Activity 7** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Explor-ing empathy  Explor-ing SMSC aspects of texts | RAF 5  SLAF 1 | To explore and evaluate the way that a writer enables the reader to feel empathy for a character.  To explore the social, moral, spiritual aspects of the text. | Pupils are able to describe the way in which Dan Freedman enables the reader to feel empathy for Jamie Johnson.  Pupils can:  I Identify how various features of the writer’s use of language are used, with some explanation. (L5)  Give some detailed explanation, with appropriate terminology, of how language is used. (L6)  Give comments that begin to develop precise, perceptive analysis of how language is used. (L7)  Differentiate through:  Pairings, groupings;  Choice of question to answer as a written response;  PEE/PEEE or other response scaffolding format. | **‘He knew he had to do something about it.’**  **What would you do?**  Between pages 33 and 37 Jamie overhears Mattheus Bertorelli on the phone-arranging match fixing. Pupils should put themselves into Jamie’s position and consider what to do. In pairs, or small groups use the information they have gathered about Jamie and his personality to role-play his reaction to this news. What will he do? What should he do? Link this to the reading of the text to page 44 where Jamie is sacked. Is this fair? Why, why not? The group role-plays could be performed to the rest of the class if desired.  Pupils could also write these as predictions to be referred to as the reading progresses.  Pupils should explore and discuss the SMSC aspect of this situation. Discuss as a group – did Jamie do the right thing? What would have been the right thing to do? Or, is there no such thing as doing the right thing in this situation? | Peer assessment based on the reaction of ‘Jamie’ within the role-play in relation to the way his character is represented I the novel. Is this a realistic reaction? |
| **Activity**  **8** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Creating empathy | WAF 1, 7  SLAF 1 | Explore and evaluate the ways that a writer creates empathy for a character.  Apply these devices into written work. | Pupils can:  Develop ideas and material with some imaginative detail;  Use vocabulary for effect. (L5)  Experiment with a range of varied and ambitious vocabulary. (L6)  Use a range of varied and ambitious vocabulary to achieve the intended effect. (L7)  Differentiate through:  Groupings;  Resources / texts as exemplars;  Ideas for the extract through magpie activities;  Word banks;  Writing frames as appropriate.  \*Additional challenge: research a celebrity autobiography and find incidence of regret. Present to the class as an example; highlighting the effective features of this writing to engage the reader. | **Where had it all gone wrong?**  Facilitate shared and independent reading of the text between pages 62 and 70 and explore the events and emotions through discussion. How does Dan create empathy for Jamie?  Using ‘Think, pair, share’ strategy, encourage pupils to discuss a time where they regretted an action or something they said. If they do not have this experience provide some imaginary examples – pupils can collate and magpie ideas. Working within their pairs or small groups, pupils should then discuss how this action could be exaggerated to engage an audience if they were writing a short extract from their own autobiography.  In order to complete a piece of autobiographical writing based on this incidence of regret, pupils will need reminders of the conventions of autobiographical writing using example texts of your choice. Success criteria for this short piece of writing can be negotiated as a class focusing on the way that empathy is created for the author. | Peer assessment against the negotiated success criteria for creating empathy for a character.  Self-assessment in line with level descriptors for APP grids/ level ladders as per the specific focus of achievement. |
| **Activity**  **9** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| The Power of the Press | RAF 4, 5, 6  WAF 1, 7 | Explore and evaluate the use of bias within news reporting to influence a reader.  Incorporate bias within written work. | Pupils can:  I Identify how various features of the writer’s use of language are used, with some explanation. (L5)  Give some detailed explanation, with appropriate terminology, of how language is used. (L6)  Give comments that begin to develop precise, perceptive analysis of how language is used. (L7)  Writing:  Develop ideas and material with some imaginative detail;  Use vocabulary for effect. (L5)  Experiment with a range of varied and ambitious vocabulary. (L6)  Use a range of varied and ambitious vocabulary to achieve the intended effect. (L7)  \*Additional Challenge:  Transform the article to represent the view of Jamie’s mum or Dillon Simmonds. Effect a comparison between the two versions of the article. | Read all about it!  In similarity with all celebrities, Jamie Johnson receives some negative press on pages 17 and 71 and 72. Use these two reports to explore the conventions and features of news reporting and to identify the way that bias is used within language to influence the reader.  Deconstructing these articles, pupils should find evidence within the novel to contradict the views in the article and justify their own responses. Other ‘real’ news articles could also be utilised as appropriate.  Pupils will now be acting as Jamie’s media consultant and will compile a response to the accusations in both news articles. This could be written response, a news article (online on footballtalk.com or paper based), a script for Jamie for a television interview, a radio broadcast or a podcast. This activity could of course be completed for any celebrity of choice. | Peer / self - assessment using APP grids/ level ladders for reading. |
| **Activity 11** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Breaking news | WAF 2  SLAF 3 | To explore the features of formal news reporting and utilise these within writing.  To apply knowledge of bias in the press to change the reader’s view of Jamie Johnson and Mattheus Bertorelli. | Pupils will be able to complete a written news report following the formal conventions of newspaper writing incorporating bias in favour of Jamie Johnson and against Mattheus Bertorelli  OR:  Pupils will be able to present a news report following the formal conventions of television news reporting.  Pupils can:  Clearly establish an appropriate style to maintain reader’s interest throughout. (L5)  Choose the appropriate level of formality used for purpose and audience and use a range of stylistic devices are used to achieve effect. (L6)  Show generally successful and consistent control of appropriate level of formality and use a varied range of stylistic devices to achieve intended effect. (L7)  Differentiate through:  Pairings/ groupings;  The range of newspapers /news reports provided as stimuli;  Planning formats for written news reports or ICT based templates;  Provision of a range of options for the report itself (i.e. written or presented).  \*Additional challenge: Use the conventions of formal television news reporting and turn this into a parody. Present to the class and explain the ways in which the usual conventions have been subverted. | ***‘Police make dawn raid’*** Remind pupils of the news articles that were biased against Jamie. Refer to the article by Barry Digmore on p150 and the negativity he creates around Jamie through his biased tone. Explore how Dan/ Digmore achieves this.  Now pupils have the opportunity to transform these articles into positive reflections on Jamie as the truth is revealed about Bertorelli.  Pupils could have a look at Dan's early newspaper writing (see the link below) or explore the features of news reporting through the deconstruction of a recent news article(s)/ television news report: <http://www.dantheauthor.co.uk/photos_+_videos.html>   Pupils can choose (or be directed to) a specific incidents in the book to prepare either a television report or a newspaper report that reveals Bertorelli as a villain and Jamie as a hero.    Pupils should follow all of the conventions of newspaper writing / television reporting to complete this task and engage in peer assessment in line with the success criteria agreed earlier. Pupils could use the headlines about Jamie on p134 as starting points for their planning. | Peer assessment as per the success criteria they negotiate at the start of the activity. |
| **Activity 12** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| The view of the ‘villain’ | RAF3  WAF1  SLAF3 | To explore the motivation of specific characters. | Pupils will demonstrate their in depth knowledge of a character, by comprising a piece of narrative from that character’s viewpoint.  Pupils can:  Make inferences and deductions based on textual references. (L5)  Consider wider implications of significance of information, events or ideas in the text. (L6)  Show a coherent interpretation of the text, drawing on imaginative insights. (L7)  Establish a clear viewpoint for their character, which is, generally consistent, with some elaboration. (L5)  Establish a convincing, individual voice or point of view for their character, which is mostly sustained throughout. (L6)  Establish a well-judged, distinctive individual voice or point of view for their character, which is sustained throughout. (L7)  Differentiate through:  Pairings and groupings (e.g. each group work on a specific character);  Allocation of characters to groups;  Allocation of specific activity e.g. monologue for more able.  \*Additional challenge: Transform the villain into a ‘goodie’ within their role in ‘*Man of the Match’.* Evaluate the way in which this transformation would impact on the narrative and the interaction with the other characters. | ***A walk on the dark side….***  *‘Man of the Match’,* as with all of the novels in the Jamie Johnson series,is written in the third person to tell his story and engage the reader’s empathy.  Pupils should now reflect on the perceived villains of the novel i.e. Mattheus Bertolli and Jamie’s dad. Pupils might also wish to focus on Dillon Simmonds although he becomes more of an anti villain as the text progresses. How does Dan depict these characters as villains?  Pupils should collate information regarding this character’s behaviour and then imagine or invent the reasoning behind this behaviour. They could then write a first person narrative telling the story from the point of view of this character and reveal their motivation for their behaviour. Pupils could also try to justify this behaviour and engage the reader’s empathy with this character.  They could choose to write in any form they wish e.g. as narrative or compile a monologue, that can be delivered to the class in character. Their work must reflect the personality of that character as shown in the book and any additional thoughts, speech and action must fit in with the behaviour already shown in the book.  Pupils could begin the activity working in groups to explore a specific character in depth building up a character profile, or their Facebook page to deepen their insight into that character.   Key points in the text to consider:  **Writing as Bertolli**:  p27 where Bertorelli’s signing is announced  p29 where Bertorelli appears on TV  p33-34 where Jamie first meets Bertorelli  p35-37 where Bertolli exposes his plans  p38-40 in the match with Jamie  **Writing as Jamie’s dad**:  p17 where the news article interviewing Jamie’s dad makes the headlines.  p18 the impact of those headlines on Jamie.  **Writing as Dillon Simmonds:** p65-69 where Dillon is taunting Jamie during the match.  p115-118 where Dillon pushes Jamie in response to an act of kindness.  p183 where Dillon shakes Jamie’s hand. | Peer assessment as to whether the completed work could be a true representation or transformation of that character as per the textual evidence in  *‘Man of the Match’.*  Self-assessment using APP grids / level ladders for reading, writing and speaking and listening where appropriate. |
| **Activity**  **13** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Predict-ing the unknown. | AF2, AF3  SLAF1 | Explore the clues within the text to make accurate predictions. | I Identify how various features of the writer’s use of language are used, with some explanation. (L5)  Give some detailed explanation, with appropriate terminology, of how language is used. (L6)  Give comments that begin to develop precise, perceptive analysis of how language is used. (L7)  \*Additional challenge:  If desired pupils could compile an alternative ending or film the ending they would like for the novel. | **‘Dead still’**  Facilitate shared reading of pages 178-179 where Jamie is knocked unconscious. Discuss: Had Jamie been too reckless? Had he sacrificed everything to get to that ball first?  At this point, encourage pupils to reflect on their earlier predictions as to what happened to Jamie and their accuracy.  They should now predict what happens next through discussion in pairs and complete a final prediction or timeline of events that lead up to the conclusion of the novel.  As pupils read to the end of the book, they should compare their predictions to the ending. Discuss: What would they change about the ending and why? | Peer / self - assessment using APP grids/ level ladders for reading. |
| **Activity**  **14** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities:**  **Please note- within the activities for Final Whistle, this activity is extended with alternatives for pupils to complete.** | **Assessment**  **(*How will progress be measured?)*** |
| Book trailers | RAF4 | To evaluate the narrative hooks within *‘Man of the Match’.*  To recreate these narrative hooks in another form of media in order to persuade other pupils to read this novel. | Pupils will select the most powerful narrative hooks within *‘Man of the Match’* and transform these hooks into another form of media.  Pupils can:  Demonstrate in the trailer, some general awareness of writer’s craft, in terms of structure, plot and characterisation. (L5)  Demonstrate in the trailer, some detailed exploration of how structural choices support the writer’s theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole. (L6)  Show in the trailer, some evaluation of the extent to which structural choices support the writer’s theme or purpose, e.g. exploration of the way a play’s plot and subplot reflect on theme. (L7) | **Worth a read….**  Pupils could complete a 3-5 minute video book trailer based on '*Man of the Match*' by Dan Freedman. A book trailer persuades its viewers to read a book, in the same way that a film trailer persuades its viewers to watch a film. You can find examples of book trailers on You Tube or try <http://www.book-trailers.net/> .Their task is to persuade other pupils of their own age or the year below to read the book through their book trailer. You can use Movie Maker, iMovie or just record your trailer on camcorder if you wish.  Pupils could be given the opportunity to explore theatrical film trailers in order to decide as a class on the success criteria for the book trailer.  The book trailer should include**:**   * Highlights of the key action points in the book especially 'cliff-hanger' moments; * Narrative hooks to tempt the viewer; * Content to appeal to both male and female readers; * A voice over, music, sound effects, colour, lighting, a range of camera angles, text on the screen that will engage the viewer's interest; * Dialogue that pupils have adapted from the book. * At the end of the trailer, pupils should add credits which identify the roles that each member of the team has played in the making of the trailer e.g. director, script writer, actor, costume, make-up, narrator, camera, lights and sound.   Pupils should be given the opportunity to share their trailers with the rest of the class, a different class or even younger pupils to gauge the success of their trailer in persuading other people to read the book. Peer assess according to agreed criteria – see suggested assessment sheet attached. | Pupils peer assess on the basis of the negotiated success criteria for a theatrical / book trailer. See suggested assessment sheet attached. |

Clearly establish an appropriate style to maintain reader’s interest throughout. (L5)

Choose the appropriate level of formality used for purpose and audience and use a range of stylistic devices are used to achieve effect. (L6)

Show generally successful and consistent control of appropriate level of formality and use a varied range of stylistic devices to achieve intended effect. (L7)