

**Book Title: The Kick Off**

This list of activities is designed to offer ideas for use with *The Kick Off* 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 a ‘Lesson’.

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| **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 ‘*The Kick Off’.* | Pupils will collaborate in pairs to compile predictions prior to reading the text, which they can justify orally through reference to the blurb on the cover of the book.  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/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 warm up activity | **The Warm Up!**  **Pre reading activities:**  *For pupils who have not read ‘Born to Play’ (this is not a prerequisite for this series of activities), teachers may wish to give an overview of Jamie Johnson’s footballing ambitions up to this point.*  On the front cover (new version) the subheading under the title of ‘*The Kick Off’* states that *‘Jamie Johnson’s got a score to settle’.* Ask pupils to consider what score that might be!  Referring to the blurb in black on the back cover, pupils ‘Think, pair, share’ to explore the possible reasons why his mum, teachers and best mate are not on his side! Record their ideas and save these ideas for later comparison to the text.  Taking the extract from the book in red on the back of the book, ‘*Jamie’s heart seemed to be beating all through his body. Everything depended on him. He had to score’*, display this text on the white board. Facilitate book talk around this extract; drawing out the way that Dan has created suspense by creating the sound of a heartbeat through this piece of writing. Pupils could emulate this suspense by creating their own three sentences to describe a real or imagined moment of suspense in their life.  Focus on the recommendation by Steven Gerrard, ‘*You’ll read this and want to get out and play’* and the inside page detailing praise about the Jamie Johnson series with quotes from famous footballers*.*  Explore this with pupils. What does this tell them about the book?  Pupils could refer to the images of these players on Dan’s website. Why do they think these players like this book?  Encourage pupils to compile questions that they would like answered through the reading of the text. Record all questions, comments and predictions for later comparison to the text as the events and characters develop.  An additional warm up activity to flex writing muscles!  Use Phil Beadle’s ‘*Literacy through Football Skills’* to provide an active way to help pupils use ball skills to focus on accurate punctuation and effective sentence structure. This also ties in with the way that Jamie Johnson thinks through his moves with the ‘*computer in his brain’, which* becomes more apparent in later novels.    Pupils could also be taken onto the sports pitch or gym to practice these moves and perhaps film them as a guide to punctuation for younger pupils. Dan would probably like to see this too!  Can pupils think of any more punctuation that could be remembered through football skills…. or any other sport or dancing moves for that matter? | Feedback from peers on responses to their own questions.  Pupils’ predictions to be used as a reflection point as the reading of the novel progresses. |
| **Activity**  **2** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Resear-ching**  **Dan**  **Freed-man** | RAF 2,3, 6 | To explore the author’s motivation. | 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. (L5)  Summarise and synthesise information from a range of sources. (L6)  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 Dan’s interests and career have influenced his writing of ‘*The Kick Off’*? Is Jamie really a reflection of Dan’s own ambitions? Pupils could track this throughout their reading activities. If they are reading the whole series, they could track the whole of Jamie’s career to date. | **Next** pupils will be conducting their own research into Dan and his whole career as a writer in order to determine his motivation for writing.  Pupils should begin by thinking in pairs and sharing as a group their research questions, i.e. What specifically do they want to find out about Dan that reveals his motivation for writing. Once the questions have been decided they can begin their research (small group or pair dependent on the class). The research could be collated and shared via envoy groupings for example.   It might be useful to direct pupils to Dan's own webpage:   www.DanFreedman.co.uk  Another useful source is to watch interviews that Dan has given about his work e.g. Espirit Sport Academy <http://www.youtube.com/watch?v=FeSJB-znlkg>.  Once the information is gathered pupils should now select the information to create their own collection of information on Dan Freedman. This could be an App, a website page or Facebook page (can be paper based). For all of these the pupils should create the information to be appealing for another person of your own age. The App or website/Facebook page could also be about Jamie Johnson (the footballing star of the books) if preferred. \*\*If pupils wish, they could create their work on an author or a sportsperson of their choice.These websites can be used to create Apps: *www.****app****makr.com/ http://www.createfreeiphoneapps.com/ www.the****appbuild****er.com/* You should make your App as imaginative and exciting as possible, so that other pupils are inspired to read Dan's books.  When pupils have completed their App or Website or Facebook page, other pupils should test it out for and give feedback as to its appearance and interest value.  Once pupils are satisfied with their work, these could be sent to Dan via his website – he’s always delighted to see these. | Peer assessment of the completed based on appropriateness of the presentation of information for a specific audience in terms of language, appeal and level of content. |
| **Activity**  **3** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Setting the scene…** | SLAF 2  RAF 3, 4, 5 | To explore structural devices within Chapter one.  To evaluate the ways in which the author entices the reader to find out what happens to Jamie. | Pupils will be able to evaluate the ways in which Dan Freedman entices the reader to find out more about Jamie Johnson and sets the scene for the action of the novel.  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)   |  | | --- | | • |   Differentiate through:  Pairings and groupings;  Strategies to complete the task;  Scaffolding of questions using Blooms’;  Provision of question stems for less able.  \*Additional challenge: Pupils should consider whether Jamie’s career might to track whether Dan’s own ambitions, collating evidence from their own research to justify their views. This could be focus to track throughout the reading of the novel. | **Setting the scene…**  Facilitate shared / guided reading of Chapter 1.  Facilitate book talk around the characters introduced so far. What do we know so far about Jamie and Dillon?  In pairs, pupils could discuss the way that Chapter 1 sets the scene for the action to follow and the development of the relationship between Jamie and Dillon?  Record responses and take predictions on the way that Jamie and Dillon’s relationship develops that can be referred to later in the reading of the novel. Evaluate the ways in which Dan Freedman hints at further action or keeps the reader guessing.  What questions does Chapter 1 raise for the reader? Pupils should record at least four questions in their books to see if they can answer these as they read through the novel and evaluate the way in which they have interpreted the text. | Self-reflection based on the accuracy of their predictions. |
| **Activity**  **4** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Using exaggeration** | SLAF 1, 2, 3  WAF 1, 2, 3 | To explore the features of persuasive speaking / writing.  To explore the use of hyperbole for effect. | Pupils will be able to utilise hyperbole in speech (and/or writing) to persuade an 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)  Differentiate through:  Resources to model the task i.e. different examples of hyperbole.  Resources to complete the task e.g. ICT, handwritten or spoken.  Strategies to complete the task e.g. group or paired research.  Pairings/groupings of pupils.  \* Additional challenge: pupils’ work independently to explore hyperbole within a range of well known authors e.g. Oscar Wilde, PG Woodhouse or other of choice and effect comparisons as to the way that hyperbole is used to comic effect. | ***‘I didn’t do anything….’***  Within Chapter 2 Dan describes an incident between Jamie and Dillon, which results in Jamie being sent off by Mr Marsden the ref (p9). Jamie claimed that ‘*I didn’t do anything’* and he is telling the truth, but Mr Marsden doesn’t believe him.  Facilitate class discussion / round robins: What would you have done? What should Jamie have done?  Pupils plan (either orally or in writing) to describe an incident in which they were misunderstood or treated unfairly as the event was in fact someone else’s fault!  Model the use of hyperbole using a literature text of choice. Pupils draw out key words and phrases that have been used to exaggerate an incident. Then using a simple sentence e.g. *Jamie was sent off* or a sentence of choice, demonstrate how the use of hyperbole (with a specific focus on sophisticated vocabulary choices) can entertain and persuade a reader to feel a certain way. Pupils should then revisit their own plans for an unfair incident and add hyperbole. The intended effect is to persuade an audience of peers that they were unfairly treated.  All work completed should have the opportunity for peer assessment and constructive feedback. This could be the use of Speaking and Listening APP grids and a vote if the task is presented verbally or the use of Writing APP grids if the task is completed in writing. | Peer assessment on the (biographical task) using the success criteria agreed as a class.  Also use the APP grids for Writing focusing on WAF 1, 2 and 3 for peer/self assessment. Encourage pupils to evaluate a video text as a written text in terms of the shape and structure of the ideas and material. |
| **Activity**  **5** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Advice please!** | RAF 5  WAF 1, 2, 7  SLAF 1 | To explore a range of stylistic and linguistic devices within written texts for use within an advice booklet. | Pupils will be able to select and utilise relevant material, stylistic and linguistic 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:  Pairings and groupings;  Provision of a range of stylistic and linguistic devices to incorporate into their advice booklets.  Choice of task;  Resources to complete the task e.g. handwritten booklets, ICT based booklets, film. | **‘You’re rubbish!’**  Draw out the character traits of Dillon Simmonds with the class. Facilitate discussion / pair talk: Could some readers see him as a bully? Draw out reasons why/ why not and record.  Facilitate class discussion around bullying and all of the different forms this may take. Using a range of example material e.g. advice booklets draw out the key features of writing to inform/ advise. The use of Sue Palmer writing skeletons could be useful here. Pupils can now plan to write an advice booklet as to how to deal with bullies for new pupils at their own (or Jamie’s school).  \*Additional challenge: pupils could work in groups to compile a television documentary on the way that their own school is proud of the way in which bullies are handled. The documentaries could include interviews with the Head teacher, teachers, support staff and pupils.  . | Peer assessment on the success criteria negotiated by the class.  Use the APP grids for Writing for self-assessment purposes. |
| **Activity**  **6** | **AFs** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| **Descript-ive techn-iques** | RAF 5  WAF1, 7  SLAF 1 | To explore descriptive writing techniques. | To use descriptive techniques within writing. 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 task;  Strategies to complete the task;  Provision of descriptive toolkits;  WOW word banks;  Visual / Audio stimuli;  Writing frames as desired.  \* Additional challenge: Pupils could investigate a person who inspired one of their sporting or celebrity heroes and write from the point of view of that celebrity to describe that person and their role in that celebrity’s later achievements. | **‘Jamie only wanted to talk to one person’**  Jamie’s Granddad Mike is the one person that Jamie can talk to and share his true feelings. Facilitate book talk around the piece of text between pages 14-18 to draw out the closeness of this relationship. What are pupils’ predictions for the development of this relationship?  Utilise an extract from an autobiography or another text of choice that describes the writer’s inspiration or an influential person on their later achievement. Using the IWB, work with the class to deconstruct the way this extract has been compiled and the effect on the reader. Ask pupils to consider and record individually: Do they have one person they can talk to and share true feelings? Do they have a hero or an inspiration? Who and why? This can be a family member, friend, pet, celebrity or imagined.  Jamie writes about his Granddad for a piece of English homework later in the story. For Jamie, this is a very personal and emotional piece of writing. In the same way pupils can now write to describe a person who has been important to them. As before this can be a family member, celebrity or imagined.  Negotiate success criteria for writing to describe in terms of figurative language devices, sensory appeal and powerful vocabulary. Provide wow word banks, writing frames as appropriate.  Pupils could peer assess each other’s work against the negotiated success criteria or APP grids. | 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?)*** |
| Relationships! | SLAF 1  RAF 1, 2, 3 | To compare the author’s presentation of relationships between different characters. | Pupils will be able to complete a written response to compare the way that Dan presents Jamie’s relationship with his Granddad to his relationship with his mum.  Pupils can:  C Make comments that begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence, *e.g. considering the relative importance of different pieces of evidence when evaluating a character’s actions.(L7)*  C Make comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them *;*  Make comments that show they have considered the consider wider implications or significance of information, events or ideas in the text, *e.g. tracing how details contribute to overall meaning (L6)*  C Make comments that develop explanation of inferred meanings drawing on evidence across the text;  Make inferences and deductions based on textual evidence, *e.g. in drawing conclusions about a character’s feelings on the basis of their speech and actions (L5)*  Differentiate through:  Pairings, groupings to complete the task;  Provision of PEE frames or other structure for written responses to reading;  Provide less able with specific points in the text to consider. | ‘**She didn’t know anything about football.’**  Facilitate shared or guided reading of the novel up to p21. Compare the presentation of Jamie’s relationship with his Granddad Mike, with the presentation of the relationship between Jamie and his mum on pages 19-21. Do we all feel like this at times? Why do we think that might be?  Facilitate oral discussion in a think, pair share activity, before asking pupils to complete a direct comparison independently of the way these two relationships are presented to the reader. Pupils must use evidence from the text to support their answers. Use the preferred system of the PEE system for written responses to reading.  \* If preferred pupils could compare Jamie’s relationship with his mum to his relationship with Jack for this task. Dan introduces his readers to Jamie’s best friend Jack on p22-25. What are the clues that tell us these two are best friends? Is it just because she understands football? Where is the evidence for this? | Peer and self-assessment based on APP/ level ladders / negotiated success criteria for reading. |
| **Activity**  **8** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| It’s all in the mind! | RAF 4, 5  WAF 2  SLAF 1,3 | To explore the features of commentary within text.  To compare the features of commentary within narrative or reported text. | Pupils will be able to write and perform a ‘live’ commentary.  A range of assessment options are available for that should be selected as appropriate as per pupil needs/ abilities.  Pupils can:  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:  Pairs/ groupings;  Choice of task;  Choice of method to complete the task.  \*Additional challenge: write a parody of a live commentary. How will pupils entertain the audience? What language devices will they employ?  \* Another additional challenge! Pupils could observe a school football match against a visiting team and compile a commentary either as a recording or written piece. Pupils could then share this with the players in the match to see if this is a true representation of the events in the game. | ‘**Thinking he was the best helped to make Jamie play better’**  Facilitate shared / guided reading of pages 28-29 where Jamie is focusing on making his own training more exciting:  ‘*Each day he picked a different footballer and imagined he was them while he played. He tried to take on their characteristics and dribble and shoot like they did.’*  Using page 29, pupils should explore the features of commentary that Dan utilises in this extract where Jamie pretends he is Danny Miller scoring a goal. What devices does Dan use that let us know that Jamie is saying this commentary to himself? Negotiate the success criteria for writing a live commentary from the feedback.  Pupils could then choose a footballer or sportsperson of their choice (or other celebrity if desired) and compile a short commentary in this style – as if they are that person and completing an action or skill. If desired, they could also compile the commentary as themselves performing a skill, or any task at all. This may be something serious or applying their knowledge of hyperbole, pupils may wish to complete a comic commentary. Commentaries/ actions can then be presented to the rest of the class if desired. | Peer assessment against the negotiated success criteria for ‘live’ commentary.  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?)*** |
| Pace and skill! | RAF 4, 5  SLAF 1  WAF 1, 2, 4, 5, 7 | To explore the way that a writer enables the reader to feel empathy for a character.  To explore the features of instructional writing and utilise the appropriate linguistic and structural devices. | Pupils are able to describe the way in which Dan Freedman enables the reader to feel empathy for Jamie Johnson.  Pupils are able to complete an instructional guide for a younger audience.  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)  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;  Choice of question to answer as a written response;  PEE/PEEE or other response scaffolding format;  Language of analysis scaffolds;  Writing frames for instruction writing as appropriate. | **‘Football’s changed in lots of ways since my day’**  Facilitate shared / guided reading of pages 21-37 where Mike tells the story about Kenny Wilcox. Through class discussion record key events within this extract and take predictions as to what might happen. How does Dan encourage the reader to feel empathy for Mike. Pupils could create a PEE written response at this point if desired.  At this point, Mike gives Jamie the ‘book of exercises to improve every aspect of a footballer’s game’, that had initially been given to Mike by Kenny Wilcox. Although Mike states that football’s changed since Mike’s time, *‘pace and skill will always win matches’.*  Kenny’s dedication to Mike in the front of the book reads (p39) ‘*Success is about desire. The only limits are the ones you place on yourself.’*  Having flicked through the book, Jamie is inspired and becomes determined to make the first eleven through carefully studying and practising the ‘*immaculately handwritten diagrams and drills.*’  Draw out the key features of this type of instruction writing, through reference to these pages and other such texts if desired.  Give pupils their chance to inspire someone else onto sporting success and to compile their own book of instructions for footballing wit (also see pages 55-63) description of specific skills e.g. dribbling or an instructional guide for something else of their choice.  The completed instructional guides could be completed for a lower year group and handed to the younger pupils for use. These guides can be written by hand, compiled using an ICT programme e.g. word or publisher or PDF. | Peer assessment using APP grids/ level ladders for reading /writing.  Provide opportunities for younger pupils to read the instructional booklets and give feedback. |
| **Activity**  **10** | **AFs** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How will progress be measured?)** |
| The battle of the genders | RAF 2, 5, 6, 7  SLAF 1, 2 | To explore the ways in which an opinion can be justified through formal discussion / presentation. | Pupils are able to justify their opinion on a specific topic through formal discussion / presentation.  Pupils can:   |  | | --- | | M Manage and manipulate talk to  to to position the listener (L7)  **•** |  |  | | --- | | Maintain generally controlled  A and effective organisation of  of talk to guide the listener (L6) |  |  | | --- | | S Shape talk in deliberate  W ways for clarity and effect  eff to engage the listener (L5). |   \*Additional challenge: Pupils could explore the role of women in a range of literature, with suggestions for relevant texts provided by the teacher and appropriate to the age and interest level of the pupils. How the role of women changed over the centuries? | **‘So what if she was a girl’**  Jamie’s best friend is Jack who is also good at football. As Jamie says, ‘So what if she {Jack} was a girl ‘(p34). Facilitate book talk around this extract. What does Jamie mean? What is the implication here in terms of differences between the genders?  Facilitate class discussion e.g. Is it fair that male footballers are paid far more than professional female footballers? This could be a formal discussion in terms of a class debate where pupils prepare speeches and questions to argue a certain position. Are boys always better than girls at football?  To extend this activity, pupils could engage in research regarding the male / female debate, finding evidence in all aspects of life where one gender has been superior. Working in groups, pupils could then present a persuasive delivery to the rest of the class, which can then be evaluated against APP criteria for speaking and listening.  It may be useful to refer pupils to the Suffragette movement to add an historical element to their viewpoint. | Peer and self assessment based on negotiated success criteria for spoken presentation / discussion |
| **Activity**  **11** | **AFs** | **Learning objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How will progress be measured?)** |
| Writing in character. | SLAF 3  RAF 3. 5  WAF 1, 2, 3, 4, 5, 6, 7 | To explore the way a character is presented at various points within the novel.  To explore the way that a third person narrative can be transformed into a first person narrative. | Pupils will be able to trace character development and write in role as Jamie.  Develop ideas with some imaginative detail. (L5)  Show imaginative treatment of appropriate materials. (L6)  Show imaginative and generally successful adaptation of ideas throughout. (L7)  Differentiate through:  Pairs and groupings;  Choices to support the completion of the task (e.g. role play, hot seating);  Scaffolds for planning to write;  Banks of WOW words;  Choice of character to represent. | **‘Watch your temper little boy’**  Facilitate pair talk to describe Jamie’s character and personality traits and take and record feedback. Scaffold pupils’ answers surrounding Jamie’s temper. Is it a temper or is it just passion?  Encourage pupils to locate the points in the novel where Jamie gets angry – what tells them this? Are there any patterns in behaviour? These instances of anger could include:  P4 and p8 with Dillon where Jamie is ‘*boiling with rage’;*  P47 angry with mum when she bans him from playing football;  P70 with Quincy, ‘*Watch your temper little boy’;*  P105 Jamie kicks the ball into Mr Hitchcock’s face;  p106 Jamie punches the wall so his knuckles bled;  p130 with Jack – ‘*He had to leave. Otherwise he’d lose his temper’*;  p144 where Jamie believes that Dillon has taken his boots and he storms off;  p163-5 Bryn smashes his forearm into Jamie’s face deliberately;  After evaluating Jamie’s responses to different situations, pupils should pick one specific incident and explain the incident from Jamie’s viewpoint. What is he thinking?? Writing in the first person, pupils should explore Jamie’s feelings and emotions at that specific time. How is he feeling towards the other character involved? How might he resolve the situation? What has he learned from his behaviour in this incident? | Self assess using APP grids / level ladders for writing.  Pupils review targets for writing as appropriate. |
| **Activity 12** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Narrative writing | WAF 2, 4, 5, 7  SLAF 3 | To explore the features of narrative writing to create empathy for a character. | Pupils will be able to complete a written narrative to depict their own or a character’s struggle against the odds.  .  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 to scaffold initial ideas and to support planning of the narrative;  Choice of narrative style, first or third person;  Compilation of WOW word banks for use in the narrative;  The range of texts / autobiographies provided as stimuli;  Planning formats for narrative writing if needed e.g. story hands  \*Additional challenge: Transform a celebrity biography into an autobiography. Evaluate the difference in audience empathy between the two styles. | ***‘A story of triumph over adversity, of winning against the odds….’***  P52. At this point in the novel, Jamie actually completes his English homework to write *‘A story of triumph over adversity, of winning against the odds….’ .* Jamie writes about his Granddad Mike in an essay entitled, ‘Broken Dreams’.  Task 1: As a reader we do not see the full content of Jamie’s essay. Encourage pupils to imagine they are Jamie and they are planning this essay. The essay should be based on the information that is given about Jamie’s Granddad Mike, but can also contain some imaginative detail that is appropriate to the character presented in the novel.  OR:  Task 2:  Facilitate discussion around the topic of the essay given by Jamie’s teacher exploring the wide range of themes and ideas this topic could cover. Display ideas on the IWB or class walls for pupils to ‘magpie’ later.  Pupils will be constructing their own short narrative on this theme. Use a range of autobiographies or biographies of choice (according to pupils’ interests) to demonstrate how narrative is often presented around this theme. Evaluate which texts are most effective and why. Draw out key features that a writer uses to create empathy for his/ her situation or the situation of a character and use these features to negotiate the success criteria for this activity. Is it more effective when the text is written in the first or third person? Focus closely on language choices – how do these convey a deeper meaning and draw the reader in to the situation? Encourage pupils to write PEE chains to demonstrate their understanding. Create a word bank for pupils to utilise as appropriate.  Initiate planning with pupils to help them decide on their own narrative content encouraging them to ‘magpie’ ideas. Their narrative could be concerning a struggle to overcome the odds in their own life, a family member’s life, a character or celebrity’s life.  Completed stories could be compiled into a class anthology entitled for example ‘*Against the odds’*. | Peer assessment as per the success criteria for this narrative that are negotiated at the start of the activity.  Self -assessment against individual targets for writing / writing assessment grids and level ladders as appropriate. |
| **Activity 13** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Creating suspense | RAF3  WAF1  SLAF3 | To explore the ways in which Dan Freedman creates suspense. | 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. | **‘That was when Jamie saw him…’**  Dan gives his readers some strange descriptions between pages 91-93. Facilitate shared or guided reading and explore the strangeness in this description of the man and his dog. Explore the way that Dan creates an atmosphere that is ordinary where Jamie is practising and then introduces something strange.  Pupils should now make a prediction as to the role of the man and his dog later in the book. Or do they think this is just a one off appearance? Pupils should justify their answers by reference to the text.  Dan also makes the school experience seem real for his readers. Pupils should read pages 94-95 where Ollie is playing up for Mr Barnwell. Pupils should now think of some funny events within their own school experience | Peer assessment as to  Self-assessment using APP grids / level ladders for reading, writing and speaking and listening where appropriate. |
| **Activity**  **14** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| A response to reading: Creating a sense of pace within writing | RAF4, 5 | To explore the way that an author creates a specific effect within their writing. | Pupils will be able to evaluate how Dan Freedman creates a realistic sense of pace in his writing.  Pupils can:  Demonstrate some general awareness of writer’s craft, in terms of structure, plot and characterisation. (L5)  Demonstrate 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 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) | **‘Jamie took a deep breath’**  Facilitate shared or guided reading of pages 97 to 100. If space permits, this section could be played or acted out in groups with one as the narrator, one as Jack and one as an observer – swapping roles so that all have the chance to see how effective the writer’s use of language has been in this extract.  Pupils work in think, pair, share activities to answer the question: How does DF create a realistic sense of the pace of the match in his writing?  Scaffold and record ideas to enable pupils to create their own PEE chain responses to this question.  Encourage pupils to think back to their initial research on Dan. What does this writing tell them about Dan and his love for the game?  Refer pupils back to the football punctuation activity earlier in their studies (if used). Does this make the writing come to life? | Pupils peer assess on the basis of the negotiated success criteria for reading/ APP grids for reading. |
| **Activity**  **15** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Motiva-tional talks | SLAF 1, 3 | To explore a range of motivational / persuasive devices within speech and evaluate their use within a ‘pitch’. | Pupils will present a motivational talk using a range of linguistic devices.  Pupils can:  Ex Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit;  • \_ Shape talk in deliberate ways for clarity and effect to engage the listener;  Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context. (L5)  E Explore complex ideas and feelings in a range of ways, both succinct and extended;  • Maintain generally controlled and effective organisation of talk to guide the listener;  Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands. (L6)  Explore a wide range of subject matter with precision and effect;  • \_ Manage and manipulate talk to position the listener:  Make apt and flexible choices of vocabulary, grammar, and non-verbal features across different registers. (L7)  Differentiate through:  Pairs and groupings;  Strategies to complete the task;  Resources i.e. texts, video clips to model this type of talk;  Range of linguistic devices to incorporate | **‘Team-Talk’**  Facilitate shared or guided reading of the ‘Team-Talk’ chapter on pages 138-9 where Mr Marsden is motivating the A team to win the match against The Grove. How does Mr Marsden try to motivate the team? Then read the half time talk on p154. How is this motivational talk different?  Using a range of videos or texts of motivational speeches as models, draw out the key linguistic features that make this type of speech effective.  In pairs or individually, pupils could compile their own motivational speech in role as a leader for a team of players, fellow pupils or workers. The speech must be intended to motivate the colleagues to do their best and to win (whether it’s a match, a competition or task) at all costs.  The speech could be delivered to a small group or to the class as preferred. | Peer (or self) assessment based on Speaking and Listening APP grid or level ladders. |
| **Activity**  **16** | **AF** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Kicking off! | RAF 2, 3, 6  WAF 1, 2, 3, 4, 5, 6, | To evaluate the key points of the events and characterisation in the last chapter.  To synthesise these points to create a credible prediction for the next novel in the series. | Pupils will predict the events and character development within the next novel in the series ‘Shoot to win’.  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:  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.  \*Additional challenge: Compile an appropriate, credible beginning for ‘Shoot to win’ (without reference to the actual text) that encompasses all of the characters. | **‘Only the kick off’**  At the end of the novel, Dan writes that this was just the start of Jamie Johnson’s story – ‘Only the kick off’.  Using think, pair share activities, encourage the pupils to consider: What does Dan want you, the reader to imagine what might happen next?  Following on from the previous activity pupils should reflect on their thoughts about the end of the book in terms of the outcomes for the characters and the end of the action.  In pairs and then groups and as a class discuss: What do you think happens next? Are there any clues in the final page? How might the next novel, ‘*Shoot to win’* begin? What would be the logical development of the characters? What would pupils like to see happen? What will happen to Jamie’s footballing career?  Pupils should now make predictions as to what will happen in *‘Shoot to win’.* Save these predictions ready to study ‘Shoot to win’ so that pupils can evaluate the accuracy of their predictions.  These predictions could be made in the form of a timeline, a podcast, video, a fortune-teller, a time capsule or alternative of teacher’s choice.  These predictions could also be shared with a younger year group who have perhaps just read ‘*Born to play’* and are eager to continue to read more about Jamie Johnson.  This activity could also be used as a transition activity between ks2 and 3, where ks2 pupils have read ‘*Born to play’* and ks3 (year 7) revisit their primary school to encourage pupils to read the rest of the Jamie Johnson series. | Peer assessment in terms of the effectiveness and credibility of the continuation of the events and characterisation  Self-assessment using APP/level ladders for writing. |
| **Activity**  **17** | **AFs** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | Assessment ( How will progress be demonstrated?) |
| Charact- er  Develop-  ment | RAF 5,6  WAF 1, 2  SLAF 1, 3 | To explore the ways in which characters in the Jamie Johnson series of books develop. | Pupils will be able to evaluate their predictions as to the development of certain key characters.  Pupils will be able to chart a character’s progress within the Jamie Johnson series of books.  Reflect a general awareness of effect that Dan intended to have on the reader. (L5)  Clearly identify Dan’s intended effect on the reader, with some explicit explanation as to how that effect has been created (L6).  Show an appreciation of how Dan has used particular techniques and devices achieve the effects they do. (L7)  Differentiate through:  Pairs / groupings  Assignment of roles within groups and across groups;  Assignment of specific scenes to cover in filming. | **‘This was just the start of Jamie Johnson’s story’**  There are many characters that feature throughout the Jamie Johnson series. Dan demonstrates how they mature and develop over a period of years.  Track their progress throughout the other novels and record how they grow and develop. Is it what you expected or not?  \* Additional challenge: Pupils could create a film charting one single character’s development over the course of five years, incorporating all of that character’s personality traits and behaviour that Dan has depicted within the novel. Send these to Dan, he’d love to see them! | Pupils should peer assess each other’s finished films, providing feedback on the way the film reflects the original text.  Pupils should self assess their progress in reading, writing and speaking and listening at the end of these activities and review their individual targets as appropriate. |
| **Activity**  **18** | **AFs** | **Learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*How will progress be measured?)*** |
| Advert-ising | RAF 4, 5  WAF 1, 2, 7 | To explore persuasive devices in advertising.  To utilise persuasive devices in creating anadvertisement. | Pupils can evaluate the effectiveness of persuasive devices in advertising.  Pupils can incorporate persuasive devices into their own advertisements.  Pupils can:  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)  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) | **You’re hired!**  Pupils could imagine that they have been hired by a television company to create the television series for the Jamie Johnson series, which begins with ‘The Kick Off’. Their task is to compile adverts for actors to audition to play the role of each of the main characters (obviously the character(s) can be selected as desired). The adverts can be intended for a medium of the teacher’s choice, best designed to engage the interest of the pupils concerned (e.g. Facebook, website, poster or magazine, podcast, radio or TV).  The adverts should explicitly mention the characteristics, personality traits and skills of the main characters (artistic license with age!) as portrayed by Dan Freedman. Pupils could even send these to Dan for approval!  Pupils could also select a celebrity or sportsperson that they feel would be most appropriate for each role and explain why.  At some point in the future they may actually be able to compare their own adverts for actors to actors within the real TV series and evaluate their own ideas.  Pupils might also wish to engage in role play as an auditionees and directors. Dan would clearly want to be involved in this process so pupils should imagine what Dan is looking for in an actor to play one of his characters. | Peer assessment of the advertisements / individual reflection based on negotiated success criteria. |