



Unit	Key Stage 3
4	Spring year 2
	Cirque Du Freak

Unit Name: Cirque Du Freak 4	Recommended Teaching Time:	
<ul style="list-style-type: none"> <li>- Developing inference and deduction and active reading skills and strategies</li> <li>- The novel's context and background – Victorian freak shows (research task)</li> <li>- Character study and creating character profiles</li> <li>- How to use embedded quotes in an answer</li> <li>- Writing a P.E.A.R.L. response</li> <li>- Summarising and reporting</li> <li>- Individual, pair and group activities</li> <li>- Identifying, understanding and using adverbs effectively</li> <li>- The author's use of language in Cirque Du Freak</li> <li>- Using speech marks in writing</li> <li>- Structuring and writing an assessed extra chapter for Cirque Du Freak</li> </ul>	<p>All pupils will be able to recall the main story and discuss the character</p> <p>Most pupils will understand aspects of genera and will be able to make inferences based on the text identifying specific codes and conventions.</p> <p>Some pupils will identify writing technique, form and structure making inferences based on key narrative features and techniques.</p>	
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.	
<p>I can give some detailed explanation, with appropriate terminology, of how language is used, e.g. identifying and commenting on patterns or structure in the use of language.</p> <p>I sometimes draw together comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'.</p> <p>My evidence for identifying the main purpose of a text is precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.</p> <p>I can clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text.</p> <p>I can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.</p> <p>I can show some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing.</p> <p>I can make some detailed discussion of how the contexts in which texts are written and read affect meaning.</p>	<p><b>Teaching agenda:</b></p> <p>Introduction into Cirque Du Freak and considering the different views of the characters on freak shows.</p> <p>Reading chapters 1-3</p> <p>Using a timeline to 'recount' events in order and answering comprehension questions.</p> <p>Reading chapters 4-9</p> <p>We will look at similes, metaphors and powerful adjectives and how these aid our writing. We will then practise these by creating our own freak.</p> <p>Reading chapters 10-14</p> <p>What makes a poem? We will write a poem using metaphors and similes.</p> <p>Reading chapters 15-18</p> <p>Diary entries and how to write these. We will also focus on sentence types.</p> <p>Frankenstein verses Cirque Du Freak.</p> <p>We will consider similarities and differences between two texts using the BBH format.</p> <p>Reading chapters 19-24</p> <p>Newspaper articles. We will consider what the purpose is of an article and how to write one.</p> <p>Vampires and vampire bats – internet lesson.</p> <p>Instructions – we will consider types of sentences and how to define them. We will then write instructions based on 'how to be a vampire'.</p> <p>Read chapters 25 - 28</p> <p>Listen/read and answer questions based on the text.</p> <p>Read chapter 29</p> <p>We will read and discuss the chapters and make sensible predictions on what may happen next by writing imaginatively.</p> <p>Read chapters 30 - 33</p> <p><b>Framework</b></p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p>	<p><b>Key words and phrases:</b></p> <p>Alliteration</p> <p>Assonance</p> <p>Colloquial language</p> <p>Dialect</p> <p>Dialogue</p> <p>Dissonance.</p> <p><b>erie:</b></p> <p>Enjambment</p> <p>Hyperbole</p> <p>Imagery</p> <p>Irony</p> <p>Metaphor</p> <p>Monologue</p> <p><b>numinous:</b></p> <p><b>occult:</b></p> <p>Onomatopoeia</p> <p>Oxymoron</p> <p><b>paranormal:</b></p> <p>Pathos</p> <p>Personification</p> <p><b>preternatural</b></p> <p>Repetition</p> <p>Rhyme</p> <p>Rhythm</p> <p>Simile</p> <p><b>supernatural</b></p> <p>Symbolism</p> <p>Tone</p> <p><b>uncanny:</b></p> <p><b>weird:</b></p> <p>Word choice</p>

Assessment details			
Assessment Focus	Task		
<p>AF1 – Use a range of strategies including accurate decoding of text, to read for meaning.</p> <p>AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3 – deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p> <p>AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>AF7 – Relate texts to their social, cultural and historical contexts and literary traditions.</p>	Write a discursive essay exploring your thought and ideas about the chosen text		
	Plan, draft and create imaginative, informative and persuasive texts containing key information and supporting details	Plan, draft and create imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and create imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

## Questions

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| 01 | What is the Cirque Du Freak?   |
| 02 | What can we infer about each of the given characters?                      |
| 03 | Why is narrative sequencing important?                                     |
| 04 | What language devices can you use to describe a character?                 |
| 05 | What is poetic form?   |
| 06 | What devices do you use in poetry; what are the codes and the conventions? |
| 07 | What is a comparative study?   |
| 08 | What is transactional writing?   |
| 09 | How does the writer capture your imagination?                              |
| 10 | What are the generic features identified in the story?                     |