



English

Key Stage 3 Tutor Guidance



Module 3 - Reading and Understanding Unseen Extracts

The aim of this module is to develop students' approach when studying non-fiction texts, an integral skill in their GCSE English exams. When looking at a non-fiction text, there is often greater focus on the context of a particular piece, like starting with uncovering what the purpose of the piece is and how well it conveys a particular message to its pre-determined target audience.

In this module, students will develop the necessary skills to analyse a diverse range of unseen non-fiction texts rigorously, while using the appropriate terminology to respond at length to a piece they have read.

It's likely that students encounter non-fiction texts more often than we might think – online articles, advertising leaflets, emails and essays – and therefore know more about the form, effect and purpose than we might think.

Among many, the questions posed in this module are:

- What is the main difference between fiction and non-fiction?
- Are there any examples of any works that straddle both genres?
- What's the difference between an autobiography and a memoir?
- Why might a non-fiction piece include novelistic linguistic features?

Tutorial	Topic
Tutorial 3.1	Reading and understanding non-fiction texts and unfamiliar vocabulary
Tutorial 3.2	Identifying and analysing evidence and techniques to support a point
Tutorial 3.3	Comparing and critically evaluating non-fiction texts
Tutorial 3.4	Writing task

Knowledge Check 1

Pupils will complete this at the start and end of each module.
Encourage them to complete it via the online form where possible.

<https://forms.office.com/r/1bSpMA35Ap>



Read this extract from *Toast: The Story of a Boy's Hunger* – a memoir written by Nigel Slater, a famous chef – in which he discusses his memories of his mother and mealtimes from his childhood.

My mother was never much of a cook. Meals arrived on the table as much by happy accident as by domestic science. She was a chops-and-peas sort of a cook, occasionally going so far as to make a rice pudding, exasperated by the highs and lows of a temperamental cream-and-black Aga1 and a finicky little son. She found it all a bit of an ordeal, and wished she could have left the cooking, like the washing, ironing and dusting, to Mrs P., her 'woman what does'.

Once a year there were Christmas puddings and cakes to be made. They were made with neither love nor joy. They simply had to be done. 'I suppose I had better DO THE CAKE,' she would sigh. The food mixer – she was not the sort of woman to use her hands – was an ancient, heavy Kenwood that lived in a deep, secret hole in the kitchen work surface. My father had, in a rare moment of do-it-yourselfery, fitted a heavy industrial spring under the mixer so that when you lifted the lid to the cupboard the mixer slowly rose like a corpse from a coffin. All of which was slightly too much for my mother, my father's quaint craftsmanship taking her by surprise every year, the huge mixer bouncing up like a jack-in-the-box and making her clap her hands to her chest.

"Oh heck!" she would gasp. It was the nearest my mother ever got to swearing.

She never quite got the hang of the mixer. I can picture her now, desperately trying to harness her wayward Kenwood2, bits of cake mixture flying out of the bowl like something from an I Love Lucy sketch. The cake recipe was written in green biro on a piece of blue Basildon Bond and was kept, crisply folded in to four, in the spineless Aga Cookbook that lived for the rest of the year in the bowl of the mixer. The awkward, though ingenious, mixer cupboard was impossible to clean properly, and in among the layers of flour and icing sugar lived tiny black flour weevils. I was the only one who could see them darting around. None of which, I suppose, mattered if you were making Christmas pudding, with its gritty currants and hours of boiling. But this was cake.

Cooks know how to butter and line the cake tins before they start the creaming and beating. My mother would remember just before she put in the final spoonful of brandy into the cake mixture, then take half an hour to find them. They always turned up in a drawer, rusty and full of fluff. Then there was the annual scrabble to find the brown paper, the scissors, the string. However much she hated making the cake we both loved the sound of the raw cake mixture falling into the tin.

"Shhh, listen to the cake mixture," she would say, and the two of us would listen to the slow plop of the dollops of fruit and butter and sugar falling into the paper-lined tin. The kitchen would be warmer than usual and my mother would have that I've-just-baked-a-cake

glow.

"Oh, put the gram on, will you, dear? Put some carols on," she would say as she put the cake in the top oven of the Aga. Carols or not, it always sank in the middle. The embarrassingly hollow, sometimes as deep as your fist, having to be filled with marzipan. Forget scented candles and freshly brewed coffee. Every home should smell of baking Christmas cake. That, and warm freshly ironed tea towels hanging on the rail in front of the Aga.

- 1) Aga – a large, iron oven that keeps its heat
- 2) Kenwood – a type of food mixer

Now that you've read the overall extract, it's time to show your deeper understanding of the text by answering these questions.

The first questions are about **paragraph 1**:

- 1) Find a quotation that shows what Nigel thinks about his mother. (1 mark)
"My mother was never much of a cook." or "She found it all a bit of an ordeal".
- 2) What does this quotation show about his mother's attitude towards making food? (1 mark)
*Anything similar to or aligning with one of the following:
The speaker's mother displaying a lack of love and passion for cooking/baking/Clear incompetence, maybe even hate or disdain*

The next question is about **paragraph 5**.

- 3) Nigel's mother does not bake very often. Find two quotations which show this. (2 marks)
"Once a year there were Christmas puddings and cakes to be made" "However much she hated making the cake we both loved the sound"
- 4) How does Nigel convey his mother's attitude towards his baking? Make sure you include quotations from the extract to prove your point and explain any techniques the author uses to reveal how his mother feels about baking. (10 marks)
Use the full mark scheme to assess this answer (out of 10 instead of 100)

Tutorial 3.1 - Identifying and analysing evidence and techniques to support a point

At the beginning of this tutorial, you will guide pupils through a set of confidence and Knowledge Check questions – you'll find more details about this on the relevant tutorial slides.

In this tutorial you will look at:

- developing strategies for understanding unfamiliar vocabulary
- developing strategies for approaching unseen texts
- beginning to read and understand unseen non-fiction texts

Starter activity

Either have students say their examples out loud and list them as they do, or use an online tool, such as Padlet, where students can anonymously share their ideas.

Other answers include:

- Article (newspapers and online)
- Autobiography
- Biography
- Memoir
- Essay
- Letters and email
- Leaflets and pamphlets
- Advertising
- Speech



Learning activities

1

Explain the strategies they could use to work out the meaning of unfamiliar words, then give them time to work out the meaning of the bold words on slide 10. Ask them to share their answers and encourage discussion about any strategies they used to work out the meaning. You could work through the examples on slide 10 with the group, before asking them to complete slide 11 on their own.

2

Pupils have an extract from 'Toast: The Story of a Boy's Hunger' by Nigel Slater in their handbooks. Give them time to read it and make notes, then lead a discussion based on the questions on the slide.

3

Additional/stretch activities

- Using what they've learnt today about non-fiction texts, you could ask pupils to practice these skills by finding a new example of a non-fiction text. They could write down what they think the **purpose, audience and form** of the text are, and be ready to present what they've found.

Tutorial 3.2 - Selecting relevant evidence to support a point

In this tutorial you will look at:

- identifying relevant quotations to support an argument
- identifying language and structural features using accurate subject terminology
- analysing the effect of language and structural features

Starter activity

Run the activity, asking pupils to join up the language and structural features with the examples.

Learning activities

1 First, lead a discussion based on the questions on slides 5 and 6. Then run the activity identifying techniques used in the Nigel Slater extract from the previous tutorial. One example has been included for you to talk through. The other answers are:

Evidence	Technique	Explanation
"DO THE CAKE"	Capitalisation	Capitalisation emphasises the fact that Nigel's mother was not a keen baker. By drawing the reader's attention to the words "do the cake", you can picture his mother sighing in an exaggerated way, showing just how much she dreads baking the annual Christmas cake.
The "Kenwood that lived in a deep, secret hole"	Personification	- Reiterates lack of frequent use - Cooking is elusive, mysterious, secretive - Evokes a sense of pity(?)
"the mixer slowly rose like a corpse"	Simile	- Adds more vivid imagery to scene - Greater emphasis on the negativity towards his mother and the process of cooking /baking - adverb 'slowly' emphasises deathly sluggishness

"Cooks know how to butter and line the cake tins before they start the creaming and beating. My mother would remember just before she put in the final spoonful of brandy"	Dynamic verbs 'creaming and beating'	- Create added dynamism, perpetual sense of movement / creating and making things - Not very established technique or order of doing things -Interesting introduction of alcohol
"Oh, put the gram on, will you, dear? Put some carols on"	Dialogue	- Increased imagery - Adds greater dimension to piece
"sometimes as deep as your fist"	Simile	- Imagery evoked - Thematic motifs: hands and aggression
"Every home should smell of baking Christmas cake"		

2

You may need to explain PETE paragraphs if you haven't covered this in any tutorials yet. There is an example for you to work through before asking the pupils to complete their own.

Additional/stretch activities

- Time for some creative writing! Ask pupils to think about their favourite food – it could be something that they've made themselves, a meal they once had, or even a description of a meal that they've concocted in their imagination. Inspired by Nigel Slater's memoirs, ask them to write a paragraph describing the experience of preparing or eating this dream meal. Make sure they include lots of sensory language – describing how it looks, smells, sounds, feels, and especially how it tastes!

Tutorial 3.3 - Comparing and critically evaluating non-fiction texts

In this tutorial you will look at:

- selecting relevant evidence to support an argument
- comparing writers' ideas
- critically evaluating non-fiction texts

Starter activity

Ask pupils to identify similarities and differences in the two images on the slide. Either have students say their examples out loud and list them as they do, get them to write them in the chat or use an online tool like Padlet to get students to share answers.

Similarities	Differences
<ul style="list-style-type: none">• They are both types of food• They are both liked and disliked by some people• They are both easily recognisable as food• They are both made up of many different elements (skin, crust, toppings, peel etc.)	<ul style="list-style-type: none">• One needs to be cooked, the other does not• One is considered healthy, the other is not• one forms part of your 5-a-day, the other does not• - one grows on trees naturally, the other is more man-made

Challenge: what words do you use to say that two things are similar? What words do you use to say that two things are different?

Learning activities

1

Pupils have an extract from Roald Dahl's autobiography, 'Boy: Tales of Childhood'. After they have read this, there are discussion questions and an activity to highlight structural and learning features in the text.

2

Next, pupils have a table to note down similarities and differences between the Roald Dahl and Nigel Slater extracts. Think about how you might get pupils to share answers based on their tech set up.

3

Finally, there are some questions to help pupils practice evaluating extracts.

Tutorial 3.4 - Extended writing: short comprehension questions and comparative analysis questions about non-fiction extracts

In this tutorial you will look at:

- selecting relevant evidence to support an argument
- comparing writers' use of language and structure
- critically evaluating non-fiction texts

Learning activities

1

Explain a CPETE paragraph then run the activity asking pupils to highlight the CPETE parts in the extract in their handbook. You could work through some examples with them before getting them to complete it.

In Roald Dahl's *Boy: Tales of Childhood*, he talks about the sweetshop he visited as a child; in Nigel Slater's *Toast: The Story of a Boy's Hunger*, he talks about his memories of his mother making Christmas cake. Although both authors reminisce about their childhood food memories, Roald Dahl most successfully conveys the idea of how important his sweetshop memories are to him. For example, he describes the sweetshop as being to him as "a church is to a Bishop". This simile suggests that the sweetshop was so important to his life as a child, because a church is essential for a Bishop to do their job. In contrast, Nigel Slater describes that when his mother made Christmas cake, he "loved the sound of raw cake mixture falling into the tin". The verb "loved" is important because the fact that out of the whole process described in the extract, this was the only part that he enjoyed, could suggest that the overall memory is not as important to him as the sweetshop was to Roald Dahl.

2

Give pupils time to answer each of the questions about the extracts.

3

Think about how you will get pupils to feed back their answers so you can check understanding.

Knowledge Check and Reflection

At the end of this tutorial, you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check #2

<https://forms.office.com/r/H0MzWztp4m>

Independently answer the following questions about the two extracts.

The first question is about Roald Dahl's Boy: Tales of Childhood. Look again at paragraph 4.

- 1) Find a phrase that conveys the boys' amazement about gobstoppers changing colour.
(1 mark)

'How does it happen?' we would ask each other, 'How can they make it keep changing colour?'

Or any other phrase from the text deemed to similarly convey amazement

- 2) Why does this show how impressed they were that the sweets could change colour? (1 mark)

Anything similar to or aligning with one of the following:

The use of questions indicates a sense of wonder at the mystery/ a sense that the method for making them change colour is very difficult and therefore impressive to create

- 3) The next question is about Roald Dahl's Boy: Tales of Childhood. Look again at paragraph 1.

The boys loved visiting the sweetshop in Llandaff. Give two examples from the text which show this. (2 marks)

'No we didn't, we never passed it. We always stopped'; 'We lingered outside its rather small window gazing in at the big glass jars full of Bull's Eyes and Old Fashioned Humbugs and Strawberry Bonbons and Glacier Mints and Acid Drops and Pear Drops and Lemon Drops and all the rest of them. Or any other phrase from paragraph 1 which show the boys' love for the sweetshop

- 4) The next question is about Roald Dahl's Boy: Tales of Childhood and Nigel Slater's Toast: The Story of a Boy's Hunger. Which author do you think creates the most pleasant image of their childhood food memories? Use CPETE to answer this question. (10 marks)

Use the full mark scheme to assess this answer (out of 10 instead of 100)



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