



English

Key Stage 3

Tutor Guidance



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Welcome to the Brilliant Tutoring Programme

Welcome to the Brilliant Tutoring Programme, run by The Brilliant Club. The Brilliant Club is an approved National Tutoring Programme provider. We are taking part in the national catch-up effort so pupils can access a future they deserve.

You'll be working with eight pupils per placement, split into two groups of four. You will help them re-engage and rebuild confidence in core curriculum subjects and inspire them with your knowledge and expertise. You'll usually deliver your tutorials virtually.

Each tutorial will normally be 1 hour long, so you'll have a minimum of 2 hours teaching time per week. However, this is likely to be more, depending on the schedule agreed with the school. You will also have to factor in some prep time per tutorial.

Tutorial	Description
Tutorial 1	You will introduce yourself and tell pupils a bit about the topic and your area of research or study.
Tutorial 2-13	These are the tutorials where you will teach around three modules based on the school curriculum.
Tutorial 14	This will be a refresher session where you will revisit a topic from one of the modules you have previously covered.
Tutorial 15	The final tutorial is for you to give some feedback to pupils and help them to reflect on their progress.

Key contacts



Each school nominates a Lead Teacher to select the pupils, co-ordinate the tutorials in school, and support the pupils throughout. The lead teacher has a crucial role in helping the pupils to succeed on the programme.



You will be assigned a Programme Officer from The Brilliant Club. They will work closely with lead teachers to support programme logistics in school and support you to deliver your placement(s).

If you ever have any general questions, contact us on: btptutors@thebrilliantclub.org

For resources and guidance documents to support you during your placement, go to:

thebrilliantclub.org/already-working-with-us/btp

Your responsibilities during your placement

During your placement we ask that you:

- **Complete registers within 24 hours of the tutorial (separate guidance on this process will be provided).** It is important that we have a record of attendance for child safeguarding and to monitor pupil progress.
- **Communicate regularly with your Programme Officer.** Remember that teachers and school staff can have competing demands on their time, therefore keep your Programme Officer in the loop so they can follow up on any issues. We also love hearing when things are going well too!
- **Give us as much notice as possible if you need to reschedule a tutorial.** Schools, parents and pupils find it challenging to change dates at short notice. You should only cancel tutorials at short notice if you are unwell or have an emergency.
- **Uphold your safeguarding responsibilities as set out in our Safeguarding Training:** thebrilliantclub.org/tutor-training/introductory-module

Preparing for your placement

Before you start your first tutorial, you should complete the following steps to make sure you're fully prepared:

- Complete or renew your DBS and Right to Work checks (You will be contacted about this if required)
- Complete all the relevant training modules
- Confirm your tutorial schedule, placement details and modules with your Programme Officer
- Receive the course materials, review these and tailor them as needed
- Read the virtual tutorial guidance for Microsoft Teams
- Receive your Microsoft Teams log in details and meeting link, and check these are working

You can find Teams guidance here:

thebrilliantclub.org/already-working-with-us/btp

You can find all the training modules here:

thebrilliantclub.org/tutor-training

Password: tbctutors

Knowledge Checks

Pupils complete a short Knowledge Check at the start and end of each module. These are short assessments in which pupils answer exam style questions on the module topic.

The purpose of these Knowledge Checks are to:

- See the progress pupils make between the start and end of each module
- Share this data with schools so they can monitor pupil progress
- Give you information about pupil progress to inform your tutorial planning

We strongly encourage pupils to complete these Knowledge Checks using the digital link that will be provided by your Programme Officer before the start of your placement, as this is the quickest and most efficient way for the information to be collected and shared with you.

However, if pupils aren't able to access the digital link, they can complete the assessment on paper or on a word document. They should then send their work to btpschools@thebrilliantclub.org and include their school and tutor name.

Using your course resources and guidance

To support you to deliver your placement, you have a number of resources.

This guidance document

The rest of this document is dedicated to providing facilitation notes and answers for each of the tutorials you'll deliver.

You should use it in conjunction with the tutorial presentations to prepare for each session.

Tutorial presentations

Presentations for each tutorial are provided in PowerPoint (for Windows) and Keynote (for Mac) format.

These contain pre-prepared learning activities along with facilitation notes. We have indicated where you could add additional activities and slides based on your own knowledge and teaching ideas. You should also feel free to tailor any of the activities based on the needs of the pupils you are working with.

Pupil handbook

Pupils will receive a printed course handbook and you'll get a digital copy of this. These contain space for them to complete learning activities, Knowledge Checks and reflections.

The activities will correlate to the presentations you have, but please ask pupils to use extra paper if they need more space.

Setting homework

It is not an expectation for you to set homework, nor is homework compulsory for pupils to complete. If you feel the pupils you work with need or would like to complete extra work outside of tutorial time, you can agree this with them. However, it should be seen as an optional extra for them to practice or stretch themselves. Some examples have been included in this guidance or on the slides.

You'll be emailed all the documents you need, but will always be able to find copies at:

thebrilliantclub.org/already-working-with-us/btp

Tutorial 1 – Introductions

The purpose of Tutorial 1 is to start getting to know your pupils and collect some information from the group that helps us to report programme impact to our school partners.

Further guidance about Tutorial 1 and supporting resources, such as accompanying slides, will be provided to you when your placement is confirmed.

This table outlines the suggested structure for Tutorial 1.

Section	Suggested Time	Additional Information
Introduction & Icebreaker	10 mins	Introduce yourself to the pupils and find out a bit about them.
Introduce your research	15 mins	An opportunity to engage pupils with your research/degree and link it to the BTP subject they are going to be studying.
Welcome to BTP	5 mins	Sharing a pre-recorded welcome video explaining the programme to pupils.
Pre-Programme Survey	10 mins	Pupils will complete a pre-programme survey using the link and codes your Programme Officer shares with you.
Knowledge Check	15 mins	Pupils will complete the Knowledge Check for the first module you'll be covering.

Module 1 – Descriptive and Narrative Writing

These tutorials will focus on key skills for creative writing. You'll take a look at how to structure creative writing effectively, from how to write an engaging opening and establishing suspense for the reader to ending the plot of a storyline. You'll help pupils practise all of these key skills together and then produce their own piece of creative writing at the end of the module.

Learning objectives:

1. How to vary vocabulary to be descriptive
2. Using structural features for effect
3. Using language features to establish setting in creative writing.

Tutorial	Topic
Tutorial 1.1	Varying vocabulary for effect Exploring effective examples
Tutorial 1.2	Using language and varies sentence structures for effect
Tutorial 1.3	Exploring effective openings and how authors build suspense Planning creative writing plotlines
Tutorial 1.4	Extended writing task: an adventure story

Knowledge Check #1

- Choose one of these pictures
- Write a paragraph describing the setting
- You have 15 minutes



Mark Scheme

Use the below full mark scheme to assess this answer.

	Subject Knowledge	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Writing uses a wide range of structural techniques and language features</p> <p>Conventions of the form are used accurately and appropriately e.g. headings, sub-headings etc.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas</p> <p>Writing uses some structural techniques and language features</p> <p>Conventions of the form are mostly used accurately and appropriately</p>	<p>Writing has a clear structure</p> <p>The writing style is appropriate; key terms are used correctly</p> <p>There are few errors in spelling or grammar</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Writing uses limited structural techniques and language features</p> <p>Success with using conventions of the form appropriately is mixed</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments or ideas.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Structural techniques and language features are not yet incorporated effectively into writing</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Tutorial 1.1 – Varying vocabulary for effect

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:

- How to vary your vocabulary
- How to use words and phrases effectively in your creative writing.

Starter activity

Discuss with pupils how the changed word in each sentence impacts on the meaning. For example:

- How is 'stomped' different to 'ambled'?
- What does each verb tell us about how the person might be feeling or where they might be going?
- Would you amble if you were in a hurry?

Learning activities

1

Allow pupils to play with their language choices here and explore how they affect meaning. Be careful with pupils using a thesaurus as they might swap words without understanding the nuances. Remind them to check the definitions of new words and/or reread the sentence to check that it still makes sense.

2

This activity can be started in the tutorial and pupils can continue to add to it afterwards.

Plenary

Ask pupils to write 3 synonyms in their handbook that they could have used in their descriptive text for the Knowledge check. You can ask pupils to share this with the rest of their group.

Additional/stretch activities

- Ask pupils to read the extract below from *The Fellowship of the Ring*, the first volume of *The Lord of the Rings* by J.R.R. Tolkien, then circle **keywords** that make you feel excited and/or interested in this passage.

The star shone out briefly and faded again. Then silently a great doorway was outlined, though not a crack or joint had been visible before. Slowly it divided in the middle and swung outwards inch by inch, until both doors lay back against the wall. Through the opening a shadowy stair could be seen climbing steeply up; but beyond the lower steps the darkness was deeper than the night. The Company stared in wonder.

(Probable keywords: shone, faded, silently, great, slowly, shadowy, darkness)

1. Why do you think your keywords are different from the rest of the passage?
2. Try to write a couple of sentences by using all your keywords: you may write the beginning of a creative piece, a report about something, or even an extract from an imaginary diary. In this activity, it doesn't matter what you write but how you write it.
3. Now write the same sentences by replacing your keywords with random alternatives.
4. Compare and contrast: read and compare someone else's first and second extracts. How do you feel about these? What are the strengths and weaknesses of these extracts? Share with the group.
5. Watch the video in this link about "Narrative Writing: Descriptive Details":
<https://www.youtube.com/watch?v=OR9pi9c8ikc>
What are your thoughts? Have you felt the same with this person while engaging with today's activities?

Tutorial 1.2 - Using language and varied sentence structures for effect

In this tutorial you will look at:

- How to use a range of sentence structures for effect
- How to write descriptively using a range of language features for effect

Starter activity

Using the pictures on screen, ask pupils to come up with sentences using different language features. Some example answers:

- Metaphor: The blazing sun was a radiator on my back.
- Personification: The proud castle looked down on its surroundings
- Sensory language: Ice-cream dripped on to my hand, freezing my skin with its touch.
- Alliteration: Beautiful balloons bounced on to the waiting water.
- Onomatopoeia: Thwack! The ball crashed into the net, and the crowd roared.

Learning activities

1 Encourage pupils to use the examples to create their own golden sentences. They have space in their handbook to write these. Discuss with pupils why these are effective sentences. Can they identify the higher-level punctuation, language features, and structural features they use?

Golden Sentences are an effective way to get students to use a wider variety of sentence structures in their writing. The examples here include high-level punctuation and a variety of language and structural features. Students can memorise the format and then easily pick up marks for complexity and effectiveness.

To stretch and challenge pupils who are ahead, ask them to think about when these sentences would be used in their own writing.

2 Using the image as inspiration, ask pupils to write a descriptive paragraph. Encourage pupils to plan before they write. You may want to ask them to look at the points pyramid from the plenary first so they know what they should be aiming to include.

Plenary

Get pupils to mark their descriptive writing using the points pyramid on slide 7. This would be a good opportunity to recap higher-level punctuation, if you haven't already done so.

Extension activity

This table of examples can be completed in the tutorial if you have time, or as a homework activity. However, remember that homework is optional for pupils.

Additional/stretch activities

Additional questions and activities you could use to engage pupils:

- Based on what we have learnt so far, what do you think the purpose of descriptive and narrative writing is? **Answer:** Descriptive and narrative writing aims to describe a scene or narrate a story to entertain the reader by the exciting and interesting nature of the passage(s).
- In order to do this, descriptive and narrative writing follows a certain structure: **Beginning, Middle and End.**
 - Beginning: Setting, Characters
 - Middle: Conflict, Rising Action, Climax, Falling Action
 - End: Resolution
- Examine the passage below, which is a flash fiction story called "Give It Up!" by Franz Kafka. Try to identify the structure: Where are the beginning, middle and end of the story? Where are the story elements to be found (setting, characters, conflict, rising action, climax, falling action, resolution)? You have 10 minutes to answer.

It was very early in the morning, the streets clean and deserted, I was walking to the station. As I compared the tower clock with my watch I realized that it was already much later than I had thought, I had to hurry, the shock of this discovery made me unsure of the way, I did not yet know my way very well in this town; luckily, a policeman was nearby, I ran up to him and breathlessly asked him the way. He smiled and said: "From me you want to know the way?" "Yes," I said, "since I cannot find it myself." "Give it up! Give it up," he said, and turned away with a sudden jerk, like people who want to be alone with their laughter.

Answers: Beginning (It was very early ...) / Middle (As I compared ...) / End ("Give it up! ...)

- Setting (very early in the morning, in the streets of the town centre towards the train station)
- Characters (the first person, policeman)
- Conflict (Being late and lost)
- Rising Action (Spotting a policeman)
- Climax (Asking the policeman the way)
- Falling Action (Having a short dialogue with the policeman)

- Resolution (Policeman refusing to help)

- **Story chain:** Based on the number of pupils in the group, they will create a story chain. A pupil will start writing a story with setting, and then they will pass this on to the next pupil, who will add the character(s) before passing it to the next pupil etc. At the end of the activity, the Tutor will share the completed story with the whole group. How did it work?

Tutorial 1.3 - Structuring narratives effectively

In this tutorial you will look at:

- Constructing an engaging opening
- Structuring your creative writing to build tension

Starter activity

Ask pupils to think of the last story they read – what happened in the beginning, middle and end of the plot? If pupils are struggling, you could use a fairy tale example. Such as Cinderella:

- Beginning: Cinderella lives unhappily with her stepmother and stepsisters, who are invited to a beautiful ball. Cinderella is not allowed to go.
- Middle: The fairy godmother appears and helps Cinderella go to the ball where she meets the prince but has to leave before midnight.
- End: The prince finds Cinderella.

Learning activities

1 Introduce Freytag's Pyramid and ask pupils to match up the events with the point in the story. As a challenge, you could ask them where they think the 'inciting incident' should happen in the diagram. The 'inciting incident' is the event that starts the adventure or conflict that the main character faces.

2 **Exposition:** How does the author hook the reader from the start? How does the author introduce the characters and the setting? Discuss as a group and ask pupils to annotate the example in their handbook.

Rising action: How does the author introduce the conflict? How does the conflict get worse?

Climax: How does the author introduce the conflict? How does the conflict get worse?

Falling action: How does the conflict get resolved? What helps the hero solve the problem?

Resolution: How is order restored? Was this the ending you expected? How has the author built up suspense to this surprising ending? Did you like the ending? If not, what resolution to the conflict would you suggest?

Encourage pupils to look at:

- language choices (as we did in tutorial 1 – what do they tell us about characters, setting and plot?)

- use of setting (is the story set somewhere we would associate with being happy or scared?)
- How information is revealed (what do we know and what don't we know at different points? How does this create mystery and suspense?)
- How is Freytag's pyramid used in the story?

As an extension activity or if you've got extra time in the tutorial, pupils could write their own resolution paragraph for Amirah's Adventure.

3

Give pupils some time to start planning their adventure story. You can also continue with this at the start of the next tutorial.

Some questions or activities to help them with this are:

- What elements do you need?
- What are your signal words to switch from beginning to middle, and from middle to end?
- There are 5 main types of a plot in descriptive and narrative writing: tragedy, comedy, hero's journey, rags to riches, voyage and return. In most of these, the main motifs are overcoming an enemy, rebirth or renewal.
- Activity: Think about a basic plot; give your character a name and decide your setting. Try to write 5 different effective openings for your story based on the 5 different types of plot.
- Group discussion: Share and discuss your openings. What remains the same and what keeps changing in the beginnings of your stories?
- Develop an outline: Planning the outline for your story is the most critical step in the descriptive and narrative writing process. Based on the story elements we have discussed, write an outline for your story. Keep it as simple and short as possible.

Plenary

Ask pupils to complete the reflection questions. There is space in their handbook for them to write their answers.

Additional/stretch activity

Additional questions and activities you could use to engage pupils:

- Read the three different extracts below, each being an opening of a different narrative. What are the similarities between them? (Do not focus on the

differences yet.) How do the authors create suspense? Write down your opinions to share with the class later on.

- **Answers:** There are three main similarities between these openings; they all include assertive remarks, antonyms or opposite situations, and they are written in a way to look familiar to us, so that we can empathise with the situations and/or characters.

A Tale of Two Cities by Charles Dickens:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

Anna Karenina by Leo Tolstoy:

Happy families are all alike; every unhappy family is unhappy in its own way.

Animal Farm by George Orwell:

Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the pop-holes.

Tutorial 1.4 - Writing an Adventure Story

In this tutorial you will look at:

- Using varied vocabulary, language features and structural features for effect
- Using a range of sentence structures and punctuation
- Structuring an effective plot

Starter activity

Use the chat box or cold call pupils for answers.

Learning activities

1

Continue supporting pupils to plan their adventure stories, following on from the work they did in the last tutorial.

Knowledge Check and Reflection

At the end of this tutorial, pupils will write their adventure story. This will form the Knowledge Check for this module. You will guide them through this process and will also complete a reflection exercise with them, 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

Pupils should now write their adventure story based on their plan and using the checklist to make sure they use varied vocabulary, higher-level punctuation, language features, and structural features.

Have you included...			
Golden sentence		Personification	
Colon :		Onomatopoeia	
Semicolon ;		Sensory language	
Ellipsis ...		Alliteration	
Dash –		Repetition	
Simile		Triadic structure (triple)	
Metaphor		Rhetorical question	
		Ambitious vocabulary	

Some questions or activities to help them with this are:

- Go to <https://www.freelancewriting.com/copywriting/using-character-sheets-in-fiction-writing/> and use one of the three character sheets provided (we recommend the second one under "Short Stories").
- **Tip 1:** Don't forget; whatever you start writing today does not necessarily have to be the opening of your story. Descriptive and narrative writing is **a creative act**, so you may end up diving in and writing a passage describing a conflict, rising action or climax, and add previous elements to the story later on etc. Just start writing anything for now and work on it for 10 minutes.
- Share what you have written so far with your peers and get/receive some feedback: Does your story grab the reader's attention? Does your friend's story create the element of suspense? How can your stories get better?
- **Tip 2:** If your story does not build suspense in the way you have planned, try to focus on your character(s). Two main problems with character description are illogical information and stereotypical narrative. Ask yourself these two questions: Does your character's main goal in life match well with the rest of their qualities, behaviours and actions? Does your character have a unique quality designed completely by you? Both answers should be "yes". Keep working on your story for 5 minutes more.
- **Tip 3:** If you are still struggling, now you should be looking at your setting. Apply this method on your story: either choose a familiar setting to you and change the time, or choose the present day with a different setting.

Examples: Your character may live on the same street as you but in a different time, perhaps 100 years before or after 2021, OR your character might live around the same time with you, but in a slightly different world etc.

Work on this for a further 5 minutes. How did it go?

- **Tip 4:** Another main issue to consider is your audience. Whom are you writing this story for? What may their expectations be? What age group are they in? Take some notes and customise your story accordingly.

	Subject Knowledge	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Writing uses a wide range of structural techniques and language features</p> <p>Conventions of the form are used accurately and appropriately e.g. headings, sub-headings etc.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas</p> <p>Writing uses some structural techniques and language features</p> <p>Conventions of the form are mostly used accurately and appropriately</p>	<p>Writing has a clear structure</p> <p>The writing style is appropriate; key terms are used correctly</p> <p>There are few errors in spelling or grammar</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Writing uses limited structural techniques and language features</p> <p>Success with using conventions of the form appropriately is mixed</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments or ideas.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Structural techniques and language features are not yet incorporated effectively into writing</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Module 2 - Transactional Writing

These tutorials will focus on key skills for transactional writing:

- Understanding purpose, audience and form
- Introducing features of transactional writing, focusing on newspapers
- Writing to inform
- Writing with accurate spelling and punctuation

Transactional writing is non-fiction writing that aims to communicate information from the author to the audience. You'll identify features of transactional writing and analyse some effective examples before pupils create their own newspaper article at the end of the module.

Tutorial	Topic
Tutorial 2.1	Understanding purpose, audience and form Exploring the effect of transactional writing techniques
Tutorial 2.2	Understanding and identifying newspaper features Practising writing to inform
Tutorial 2.3	Planning a newspaper Exploring newspaper writing examples
Tutorial 2.4	Extended writing: writing a newspaper article

Knowledge Check #1

Pupils will create an information brochure advertising a theme park to be aimed at families with young children. They should include exciting information about the theme park, quotations from previous visitors and factual information (for example, opening hours, how to get there and the address).

Use the below mark scheme to assess this answer.

	Subject Knowledge	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Writing uses a wide range of structural techniques and language features</p> <p>Conventions of the form are used accurately and appropriately e.g. headings, sub-headings etc.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas</p> <p>Writing uses some structural techniques and language features</p> <p>Conventions of the form are mostly used accurately and appropriately</p>	<p>Writing has a clear structure</p> <p>The writing style is appropriate; key terms are used correctly</p> <p>There are few errors in spelling or grammar</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Writing uses limited structural techniques and language features</p> <p>Success with using conventions of the form appropriately is mixed</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments or ideas.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Structural techniques and language features are not yet incorporated effectively into writing</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Tutorial 2.1 - Purpose, audience and form

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 and on the previous page.

In this tutorial you will look at:

- Understanding purpose, audience and form in non-fiction writing
- Beginning understanding the effect of transactional writing techniques

Starter activity

This activity is designed to warm pupils up by looking at apostrophes. Think about how you will get answers from the pupils depending on their tech set up.

Learning activities

1

Use the Meow Mix poster as a guided example to talk pupils through purpose, audience and form. They then have two further images to do independently.

2

Next, they can do the same for the Greta Thunberg transcript. For both of these activities, remember to think about how you will get pupils to feed back their answers so you can check understanding.

Plenary

Encourage pupils to think about how the different elements of the brochure they created for the Knowledge Check appeal to their audience and ask them to explain how they help achieve their purpose of persuading families with young children to come to their theme park.

Additional/stretch activity

Ask pupils to find an example of a news article. They should make a note of what they think the purpose, audience and form are, as well as three examples of techniques they think have used to achieve that purpose.

Tutorial 2.2 – Newspaper features

In this tutorial you will look at:

- Understanding and identifying the features of newspapers
- Creating your own examples of newspaper features for effect

Starter activity

This is a quick-fire activity to get pupils thinking about homophones. You could cold call pupils or ask them to put their answers in the chat.

Learning activities

1

Using the image to show an example of each newspaper feature and see if pupils can provide definitions. They have space in their handbook to note down these definitions.

Discussion – using the images on slide 7, what is it about these newspaper headlines that makes them eye-catching?

Discussion – using the article on slide 8, lead a discussion about why newspapers choose the people they do to interview.

2

Ask pupils to create headlines and interview quotes for these scenarios. You may want to break down the task by getting pupils to think about who the newspaper would want to interview first or discussing what makes the scenario exciting.

Plenary

Use this short matching activity to check understanding of the key words used in this tutorial. Answers:

1. Byline - Tells you who has written the newspaper article
2. Caption - Label for a photograph explaining what it's a picture of
3. Final paragraph - Summarises the news story
4. First paragraph - Gives more information about the story than the headline
5. Headline - Gives an overview of the news story focusing on who, what, when and where
6. Organisation of text - The text is organised in columns
7. Past tense - Articles are written about things that have already happened
8. Photograph - Image that captures what is happening in the article
9. Quotations - Interviews from people who are experts or know something about the story
10. Subheading - A short title that grabs the reader's attention

Tutorial 2.3 - Newspaper articles

In this tutorial you will look at:

- Exploring newspaper articles
- Planning a newspaper article

Starter activity

You may need to re-cap what punctuation they will use in these sentences or suggest looking in the Glossary at the back of their handbooks to check what they are for.

Learning activities

1 Pupils have an article about Malala Yousafzai in their handbooks. If they don't have their handbooks available on the day, you could share the PDF version on screen for them to read. Use cold calling, the chat function or another online collaboration tool to gather answers about the 5Ws in the article and examples of the past tense.

- Who – Malala Yousafzai
- What – Malala revealed she has been offered a place at university during a speech
- Where – Association of School and College Leaders
- When – Saturday 11 March 2017
- Why – Malala is a famous education campaigner, who was nearly killed for her campaigning

2 Get the pupils to plan their own articles. You may want to spend some time brainstorming what their articles could be about.

Plenary

This plenary activity will help pupils devise some sentences and features to go in their full article, which they will write in the next tutorial. You could start by working through the definitions with them, before getting them to think about how they would use the features in their articles.

Additional/Stretch activities

- Ask pupils to come up with 5 top tips for newspaper writing.

Tutorial 2.4 - Writing a newspaper article

In this tutorial you will look at:

- Writing a newspaper article to inform

Learning activities

1

This is an opportunity for pupils to re-visit what they started to plan last week and see if there is anything else they want to include. Pupils will then write their article for their Knowledge Check 2.

Knowledge Check and Reflection

At the end of this tutorial, pupils will write their newspaper article. This will form the Knowledge Check for this module. You will guide them through this process and will also complete a reflection exercise with them, 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

This is where pupils will write their full articles based on their plans. To scaffold this activity, you could break down each element of the article for them to complete one by one. Don't forget to leave time for pupils to show/share/read out their work so you can see what they have achieved.

Finally, pupils can self-assess their articles based on the checklist. You could also get them to share examples of each of the features to check their understanding.

Use the below mark scheme to assess this answer.

	Subject Knowledge	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Writing uses a wide range of structural techniques and language features</p> <p>Conventions of the form are used accurately and appropriately e.g. headings, sub-headings etc.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas</p> <p>Writing uses some structural techniques and language features</p> <p>Conventions of the form are mostly used accurately and appropriately</p>	<p>Writing has a clear structure</p> <p>The writing style is appropriate; key terms are used correctly</p> <p>There are few errors in spelling or grammar</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Writing uses limited structural techniques and language features</p> <p>Success with using conventions of the form appropriately is mixed</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments or ideas.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Structural techniques and language features are not yet incorporated effectively into writing</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

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 is 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 assume.

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 should read the extract from *Toast: The Story of a Boy's Hunger* by Nigel Slater and complete the comprehension questions. Encourage them to complete these questions on the online form, although they do have space in their handbooks if necessary. If they use this second option, pupils should take a photo of their answers or type them in an email and send them to btpschoools@thebrilliantclub.org with their name, school and tutor's name. These will be forwarded on to you to mark.

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

	Subject Knowledge	Critical Thinking	Written Communication
8 - 10	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
6 - 7	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
4 - 5	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 3	<p>Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

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

At the beginning of this tutorial, you will guide students 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

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.
- 2 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.
- 3 Pupils have an extract from *Toast: The Story of a Boy's Hunger* by Nigel Slater in their handbooks which they read for the Knowledge Check. Use this extract to lead a discussion based on the questions on the slide.

Plenary

Using what they've learnt today about non-fiction texts, ask students to practice these skills by finding a new example of a non-fiction text, writing down what they think the **purpose, audience and form** of the text are and being 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 students to join up the language and structural features with the examples.

Answers:

Simile	Tom's headache throbbed like a drum.
Metaphor	The bell at the end of the school day is music to my ears.
Personification	The plant stretched its fingers towards the sunshine.
Onomatopoeia	The brick shattered the window with a smash.
Alliteration	The ball bounced and bounded along the beach.
Sensory language	As it melted on his tongue, the ice cube made Ian shiver.
Imperative sentence	Go to your room.
Declarative sentence	Sudhan won the race at his school's sports day.
Interrogative sentence	What's for dinner?
Exclamatory sentence	That's amazing!
Triadic structure	I want to thank my family, my friends and my fans.
Rhetorical question	Who wouldn't want to be a millionaire?

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	<ul style="list-style-type: none"> - Reiterates lack of frequent use - Cooking is elusive, mysterious, secretive - Evokes a sense of pity(?)
"the mixer slowly rose like a corpse"	Simile	<ul style="list-style-type: none"> - Adds more vivid to imagery to scene - Greater emphasis on the negativity towards his mother and the process of cooking /baking - adverb 'slowly' emphasises deathly sluggishness - "like a corpse" – suggests that the mixer is dead and is being resurrected, emphasises how rarely it is used. -frightening image suggests how terrified his mother is of baking -also a ridiculous image, suggests he is gently mocking his mother, and encouraging the reader to laugh along with him?
"Cooks know how to butter and line the cake tins before they start the creaming and beating."	Dynamic verbs 'creaming and beating'	- Create added dynamism, perpetual sense of movement / creating and making things

My mother would remember just before she put in the final spoonful of brandy"		- 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"	Declarative sentence	- A statement - Provides a fact, offers an explanation, or conveys information

3

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:

- o selecting relevant evidence to support an argument
- o comparing writers' use of language and structure
- o 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.

Comparison Point, Evidence, Technique and Explanation

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.

Self-assessment - Mark your answers and highlight the CPETE sections to make sure you've included all the steps.

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

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.

1a) 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

1b) 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

Question 2 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.'

Question 3 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 below full mark scheme to assess this answer (out of 10 instead of 100)

	Subject Knowledge	Critical Thinking	Written Communication
8 - 10	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
6 - 7	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
4 - 5	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 3	<p>Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Module 4 – Analysing Poetry

These tutorials will focus on key poetry and literary analysis skills. You'll read a range of poems with the pupils and get them to practise all of these key skills together, and then they'll do some independent poetry analysis.

Learning how to analyse poetry will be really useful for your GCSE exams, but thinking and writing analytically is an important skill in other subjects and outside school as well.

Tutorial	Topic
Tutorial 4.1	Understanding and identifying poetic devices
Tutorial 4.2	Reading and understanding poetry Identifying and analysing poetic devices
Tutorial 4.3	Reading and understanding poetry Identifying and analysing poetic devices
Tutorial 4.4	Extended writing: comparative poetry analysis

NB: Because literary analysis skills and essay writing skills build towards analysing poetry, we recommend that this module is not taught first in the sequence of modules. Ideally, pupils should cover Analysing Fiction and Reading and Understanding Unseen Extracts first.

Knowledge Check #1

Read the poem by Benjamin Zephaniah. How does Zephaniah present his garden as lively and exciting? Use the following sentence starters to structure your answer.

'Zephaniah presents his garden as lively and exciting by...'

'An example from the poem that shows us this is...'

'A language feature he uses to describe his garden is... This makes the reader imagine the garden as a lively and exciting place because...'

'A structural feature that he uses to describe his garden is... This conveys the idea that the garden is lively and exciting because...'

'A poetic device that he uses to describe his garden is... This makes the reader imagine the garden as a lively and exciting place because..'

Use the below full mark scheme to assess this answer.

	Subject Knowledge	Critical Thinking	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Tutorial 4.1 - Understanding and identifying poetic devices

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:

- Understanding and identifying language features in texts
- Understanding and identifying structural features in poetry
- Understanding and identifying poetic devices

As part of the introduction, you may want to establish through discussion the pupils' current overall knowledge and understanding of poetry and poetry analysis, for example how much poetry they know and what sort of literary analysis they have done. You could also ask if they know the acronym PETE (and if there are any other acronyms their school uses) and point out it will be used from Tutorial 2 onwards.

Starter activity

This could be a good opportunity for some informal discussions, e.g., do they like burgers, have they a favourite, etc., before developing the idea of structure further. Get them to think about:

- How is a burger structured?
- How is a sentence structured?
- How is a story structured?
- Challenge: how is a poem structured?

Learning activities

1

This is an excellent opportunity to highlight key language features. Before asking them to find examples in the poem 'Heartbeat' on slide 9, make sure you have explained the terms, checked understanding and given some examples.

Similes, metaphors and onomatopoeia are given as examples of language features in the pupil handbook. Can they think of any more and share them?

2

This is an excellent opportunity to highlight key structural features and poetic devices. Before asking them to find examples in the poem 'Seasons' on slide 10, make sure you have explained the terms, checked understanding and given some examples.

Repetition, triadic structure and rhetorical questions are given as examples of structural features in the pupil handbook. If they can't think of any other examples of structural

features, you could ask about songs they know, especially ones that have a chorus or refrain.

There is a table of poetic devices in the pupil handbook.

For both activities, you could get them to read the poems more than once, increasing the emphasis on the rhythm in the second reading and/or getting them to clap the beat.

After reading the poems you could use the Think/Pair/Share technique and divide up the poems accordingly for them to annotate then share their findings with the group. For 'Heartbeat' you could get them to change the punctuation and see what effect that has.

Plenary

Complete the quiz with pupils – think about how you might get answers, depending on the tech set up the pupils have. Answers are in the notes section of the slides.

Additional/stretch activities

- Get pupils to find the lyrics to their favourite song (make sure it's school appropriate!) and annotate it. Ask them to try and identify at least fifteen different poetic devices. As a challenge, they could think about how these different devices convey the meaning of the song.

- Look at how enjambment is used in the whole of Blake's 'The Tyger':

<https://www.poetryfoundation.org/poems/43687/the-tyger>

N.B. This has the original spelling of 'tyger'. Identify the run-on lines and the end-stopped ones and discuss their effect.

- Look at D.H. Lawrence's 'Snake' as an example of Free verse example:

<https://www.poetryfoundation.org/poems/148471/snake-5bec57d7bfa17>

Consider the effects he creates using free verse and how far the poem is conversational.

Tutorial 4.2 - Reading and understanding poetry & identifying and analysing poetic devices

In this tutorial you will look at:

- Understanding and interpreting meaning
- Identifying and analysing how language features, structural features and poetic devices convey meaning

Starter activity

This activity is designed to get pupils thinking about the importance of language and how it connects to your identity. As well as the questions on the slide, you could use the following prompts:

- You could ask about the place they're in (room / dwelling / street / town or city etc / country)
- What is your identity? *You could look at one of these HSBC adverts together as a prompt:*
<https://www.sounds-familiar.info/2020/01/hsbc-where-are-you-from/>
<https://www.youtube.com/watch?v=KJ3UwPHUV9w>
- What is your mother tongue? *Widen out by asking about different languages they are aware of.*

Learning activities

1

There are discussion questions in the pupil handbook/notes on the slides, based on the poem 'Search for my tongue' by Sujata Bhatt.

First Stanza	Third Stanza
rot die	stump ... (of a) shoot grows ... moist veins ties ... knots? bud ... opens blossoms ... mouth?

Further discussion prompts could be:

- How does it make you feel to read and hear Gujarati? *You could widen this out to discuss the audience for the poem (and the idea of the audience for poetry and/or other texts generally)*

- How would you feel if your teacher started speaking to you in this language? *Be interesting to say a new phrase in this or another language and ask them how it makes them feel.*
- Why might the poet want the reader to feel confused or uncomfortable? *Could lead into a wider discussion of considering the writer's intentions when analysing texts.*

2 Technique	Evidence
Find an example of an idiom that suggests the speaker doesn't know what to say.	Lost my tongue
Find a verb that suggests that the speaker's ability to speak in her mother tongue is withering away.	rot / die
Find an example of triadic structure that emphasises the idea that the speaker's ability to speak in her mother tongue is withering away.	your mother tongue would rot, rot and die in your mouth until you had to spit it out. Compare with: 'grows longer, grows moist, grows strong veins' in the third stanza
Find a metaphor that suggests that the speaker's connection with her Gujarati identity is starting to regrow.	it ties the other tongue in knots the bud opens in my mouth it blossoms out of my mouth
Find a metaphor that suggests that the speaker's connection with her Gujarati identity has regrown.	Any of the 3 examples above

- 3** Explain PETE paragraphs and talk through the example (pupils have this in their handbook).

Pupils have a section in their own handbook to write their own paragraph, based on a quotation they have selected from the poem.

Additional/stretch activities

- Create a mind-map or a poster of everything that makes up your identity.

Tutorial 4.3 - Reading and understanding poetry, Identifying and analysing poetic devices

In this tutorial you will look at:

- Understanding and interpreting meaning
- Identifying and analysing how language features, structural features and poetic devices convey meaning

Starter activity

This discussion is designed to get pupils thinking about the topics covered in the poem used in this tutorial.

Learning activities

1

This tutorial is based around the poem 'Presents from my Aunts in Pakistan' by Monzia Alvi. There are discussion questions on the slides and pupil handbook.

As an additional/stretch activity if needed, there is an opportunity here to explore the idea of persona, especially in poetry, and to what extent the speaker is the author.

2

You should ask pupils to find evidence from the poem to support these points about the speaker's identity and identify a technique that is used in that quotation. Example answers are given below.

Point	Evidence	Technique
She finds her Pakistani culture unpleasant but beautiful at the same time.	My costume clung to me and I was aflame	metaphor, imagery
She is excited to receive traditional presents.	glistening like an orange split open	simile, sensory language
Her Pakistani culture makes her uncomfortable.	was alien in the sitting-room.	metaphor
She feels guilty about her cultural identity.	I could never be as lovely as those clothes	metaphor, imagery,

She feels like her identity is conflicted (not completely English, but not completely Pakistani).	glistening like an orange split open I couldn't rise up out of its fire, half-English, unlike Aunt Jamila	simile metaphor, imagery, use of enjambment to suggest being split
Her identity separates her from her friends.	My salwar kameez didn't impress the schoolfriend tried to glimpse myself in the miniature glass circles	Use of enjambment to suggest the split between them. imagery
She feels like she doesn't completely belong to either culture.	of no fixed nationality, staring through fretwork at the Shalimar Gardens	imagery, metaphor

3

Recap PETE paragraphs and talk through the example on the slide (which pupils also have in their handbook).

Pupils have a section in their own handbook to write their own paragraph, based on a quotation they have selected from the poem.

Additional/stretch activities

- Ask pupils to fill in a Venn diagram comparing 'Presents from my Aunts in Pakistan' with 'Search for My Tongue'. What ideas do they both convey about identity? How do they use poetic devices and language features differently?

Tutorial 4.4 - Extended writing: comparative poetry analysis

In this tutorial you will look at:

- How to make comparisons
- How to compare and contrast poems

Starter activity

Facilitate an activity to get pupils thinking about comparison and contrast words. Some examples of these are:

Comparison Words	Contrast Words
Similarly Equally Likewise Just as In the same way An equivalent And	However Whereas Conversely Unlike Alternatively On the contrary But

Learning activities

1

Ask pupils to highlight the different CPETE-CPETE steps in the paragraph in their handbooks. The answer is provided below.

- Comparison Point
- Evidence
- Technique
- Explanation

Both 'Presents from my Aunts in Pakistan' by Moniza Alvi, and 'Search for My Tongue' by Sujata Bhatt present the idea that you can have more than one cultural identity, but they present this idea by using different poetic devices and language features. For example, in 'Presents from my Aunts in Pakistan', the speaker describes having a salwar kameez that glistens "like an orange split open". This simile could reflect how the speaker feels – split between her English and Pakistani cultural identities. Similarly, the speaker in 'Search for My

Tongue' also appears to feel torn between two cultures and languages – in this case, English and her Gujarati mother tongue – although different techniques are used to convey this. For example, in 'Search for My Tongue' **the repetition of the verb "rot" suggests that the speaker's Gujarati mother tongue is fading and being overpowered as she learns to speak English.**

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

Compare how 'Presents from my Aunts in Pakistan' and 'Search for My Tongue' convey ideas about identity.

Pupils will compare and contrast the two poems using the tables provided in their handbook.

The first table helps them plan their ideas. The second give them a template to develop their ideas into a full CPETE paragraph.

Use the below full mark scheme to assess this answer.

	Subject Knowledge	Critical Thinking	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Module 5 – Analysing fiction

This Analysing Fiction module is an introductory exploration of some of the techniques and wider methods a writer might employ to create a particular effect on the reader. Firstly, the module hopes to reaffirm students' existing knowledge of key terms and techniques a writer might incorporate to tell a story a certain way, and then apply these terms and techniques to the process of closely analysing the manner words and language of all forms are used in various texts.

The module hopes to give the opportunity for students to creatively challenge themselves when faced with works fiction. Additionally, it aims to encourage students to do close analysis of the text they are faced with by first reading the extract in question for meaning and acquire general understanding of the context of the piece, and then on the second reading, begin to dissect and unpick the linguistic elements of it that make it successful.

In the majority of the activities in this module, the students will be expected to select relevant evidence from the extract to support an argument and explain the effect of the language and structural features used in an academic fashion. Where appropriate, students will be encouraged to analytically structure their arguments on the works of fiction they are faced with using 'PETE'.

As the module goes on, higher level independent analysis from the students will be expected in order to produce their own analytical paragraphs, an attribute that will prove conducive for their GCSE exams, but also advantageous in other subjects and outside school as well.

Tutorial	Topic
Tutorial 5.1	Understanding language and structural features
Tutorial 5.2	Reading and understanding fiction texts Annotating fiction texts
Tutorial 5.3	Analysing the effect of language and structural features Using PETE to analyse fiction texts
Tutorial 5.4	Extended writing: analysing fiction using PETE paragraphs

Knowledge Check #1

How does Roald Dahl use language and structural features to present the character of Willy Wonka in the following extract?

You can use these sentence starters if you need help:

Point: Roald Dahl presents Willy Wonka as.... [what type of character traits?]

Evidence: This is clear when the author describes...

Technique/Explanation: The use of [word/language feature/structural feature]...

Charlie Bucket stared around the gigantic room in which he now found himself. The place was like a witch's kitchen! All about him black metal pots were boiling and bubbling on huge stoves, and kettles were hissing and pans were sizzling, and strange iron machines were clanking and spluttering, and there were pipes running all over the ceiling and walls, and the whole place was filled with smoke and steam and delicious rich smells.

Mr Wonka himself had suddenly become even more excited than usual, and anyone could see that this was the room he loved best of all. He was hopping about among the saucepans and the machines like a child among his Christmas presents, not knowing which thing to look at first. He lifted the lid from a huge pot and took a sniff; then he rushed over and dipped a finger into a barrel of sticky yellow stuff and had a taste; then he skipped across to one of the machines and turned half a dozen knobs this way and that; then he peered anxiously through the glass door of a gigantic oven, rubbing his hands and cackling with delight at what he saw inside. Then he ran over to another machine, a small shiny affair that kept going phut-phut-phut-phut-phut, and every time it went phut, a large green marble dropped out of it into a basket on the floor.

Charlie and the Chocolate Factory, Roald Dahl

Use the below full mark scheme to assess this answer.

	Subject Knowledge	Critical Thinking	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Tutorial 5.1 - Understanding language and structural features

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 subject terminology
- Understanding and identifying a range of language and structural features

Starter activity

This brainstorming activity asks pupils to name as many language and structural features as they can think of. Have students say their examples out loud and list them as they do, ask them to write their answers in the chat, or create a Padlet link where students can anonymously share their ideas.

Learning activities

1

Give pupils time to match the words with their definitions. Answers:

Language Feature
1) Simile
2) Metaphor
3) Personification
4) Onomatopoeia
5) Alliteration
6) Imagery
Structural Feature
1) Exclamatory sentence
2) Imperative sentence
3) Declarative sentence
4) Interrogative sentence

Definition
Repeating the letter at the start of words in a sentence (5)
Comparing something to another thing by saying it is that object (2)
Comparing something to another thing using 'like' or 'as'. (1)
Description that creates an image in the reader's mind (6)
Giving a non-human object human characteristic (3)
Words that imitate a sound (4)
Definition
A command sentence (2)
a sentence that ends in an exclamation mark (1)
Saying a word or phrase more than once (6)
A sentence that makes a statement (3)

5) Rhetorical sentence
6) Repetition
7) Triadic structure
8) Dialogue
Word Type
1) Noun
2) Preposition
3) Adverb
4) Verb
5) Adjective

A list with three elements (7)
A question sentence (4)
A question that does not need an answer (5)
The use of speech between two or more characters (8)
Definition
A doing or being word (4)
A person, place or thing (1)
A word that describes a noun (5)
A word that describes a verb (3)
A word that tells you where or when something is in relation to another thing (2)



Using the extract from Living in the 'Shadows of Elephants' by Cheryl Merrill, you should take time for the poem to be read out, for pupils to label structural and language elements, and for feedback/discussion.

Plenary

Ask pupils to write down 9 different examples of either a language or structural feature in the grid in their handbook.

You should then read out examples of language or structural features. When you give an example of a feature they've written in their grid, they can cross it out. First person to cross out a row or column of three wins!

Examples:

- The wind is a lion roaring powerfully (Metaphor)
- As slowly as a startled sloth, the shopkeeper jangled his keys and waddled off (Alliteration – and sibilance)
- Tired from a long day at work, Michelle's mum prized/cracked open a can of Pepsi which fizzed and clunked open loudly (Onomatopoeia)
- For goodness sake Archie! (Exclamatory)
- You're not going out dressed like that, are you? (Interrogative)
- As the fierce cold wind blew, the car wiggled down the road and the trees shimmered and shook. (Personification)
- "It was a tough day in there I tell ya"
"I can imagine, look at your poor face"
"And then they had the cheek to ask me to do overtime?"

- “Not a chance, you look exhausted, you deserve a day off” (Dialogue)
- How many times do I have to tell you not to yell in the house? (Rhetorical question)
 - Like an energetic toddler, Ollie skipped and skipped and skipped down the road. (Repetition)
 -

Additional/stretch activities

- Practise identifying language and structural features independently. See how many pupils can label in this extract. In this extract, from *The Outsiders* by S.E Hinton, Ponyboy has just left the cinema and is making his way home:
<https://www.penguinrandomhouse.ca/books/301182/penguin-minis-the-outsiders-by-s-e-hinton/9780593114384/excerpt>

Tutorial 5.2 - Reading and understanding fiction texts, Annotating fiction texts

In this tutorial you will look at:

- Reading and understanding fiction texts
- Selecting relevant evidence to support an argument
- Using subject terminology accurately to identify language and structural features

Learning activities

1

Ask a pupil/pupils to read the extract out (or read it yourself if they do not have access to microphones).

Ask pupils to spend 5 minutes identifying language and structural features in the extract, before feeding back.

2

Pupils have a table in their handbook to which they need to add evidence (from the extract) to support the following points:

Point	Evidence
Captain Billy Bones has been in many sword fights.	"sabre cut across one cheek"
Captain Billy Bones does not have a nice singing voice.	"in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars"
Captain Billy Bones is a pirate.	"his sea-chest following behind him"
Captain Billy Bones does not look after his appearance.	"his hands ragged and scarred, with black, broken nails"
Captain Billy Bones is a demanding customer.	"Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum"

3

For this next task, pupils will need to explain how the evidence they've chosen proves that the points are true. There is an example to work through first, before pupils have a go at two of their own points.

Plenary

As a plenary task, pupils can write top tips for finding the best evidence to support an argument and for giving convincing explanations.

Tutorial 5.3 - Analysing the effect of language and structural features, Using PETE to analyse fiction texts

In this tutorial you will look at:

- Selecting relevant evidence to support an argument
- Analysing the effect of language and structural features
- Structuring analytical writing using 'PETE'

Starter activity

Pupils have space in their handbooks to label the word types in the sentence. They should look for nouns, adverbs, adjectives, verbs, prepositions and articles.

Learning activities

- 1 Ask pupils to read sections of this extract in turn (or read it out yourself if they don't have microphones available).

They need to think about the question: **How does the author create a sense of fear?** They should complete the table in their handbook with quotations that they think help create a sense of fear, identify the language or structural features they use, and explain how these techniques create that sense of fear. Use the example to help you.

- 2 Pupils have the two example paragraphs in their handbooks, which are also on the slides. After reviewing PETE paragraphs, they should first highlight or label the PETE parts of each example paragraph.

Once you've gone through both examples, pupils have space in their handbook to answer 'Which paragraph answers the question best? Why?'

Plenary

Pupils have space in their handbook to complete this task. They should pretend they are writing a letter to a friend who has never heard of PETE paragraphs. Using what they've learnt from the examples they've studied, they need to write down three pieces of advice they would give them.

Tutorial 5.4 - Extended writing: analysing fiction using PETE paragraphs

In this tutorial you will look at:

- Selecting relevant evidence to support an argument
- Analysing the effect of language and structural features
- Structuring analytical writing using 'PETE'

Learning activities

The main activity for this tutorial will be the Knowledge Check 2, so you may want to think about a warm-up activity to get pupils engaged.

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

Work through a guided example for the task so pupils are clear what they are doing. You can then set them off using the extract and notes from the last tutorial to write detailed PETE paragraphs to answer the question: **How does Susan Hill create a sense of fear in the extract from *The Woman in Black*?**

There are some sentence starters in the pupil handbook if they need help:

Point: Susan Hill creates a sense of fear by... [doing what?]

Evidence: This is clear when the narrator describes... "..."

Technique: The use of [word / language feature / structural feature] ...

Explanation: creates a sense of fear because...

Use the below full mark scheme to assess this answer.

	Subject Knowledge	Critical Thinking	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>
0 - 40	<p>Starting to understand key ideas, with some errors.</p> <p>Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>

Tutorial 14 – Refresher Session

This tutorial gives you the opportunity to catch up or revisit content, or expand on one of the topics you've covered.

Here are a few different approaches for using this tutorial effectively. You can use your own judgement when planning this session and get in touch with your Programme Officer if you need support.

Approach 1: Continue completing a module

- If one of the modules is taking longer to complete, this session can be used to continue teaching
- You could also complete the final Knowledge Check for the last module you covered in this tutorial

Approach 2: Revisit challenging concepts

- Identify an area of the course where pupils struggled to master a concept or theme - revisit this concept and address misconceptions
- Formative assessment can help you to decide which topic to revisit.
- These prompts can help guide your approach:
 - Consider if a particular method worked effectively for another area of the course and use it here
 - Think about how you can scaffold the learning further by breaking it down into smaller chunks
 - Explore 'wrong' answers and support pupils to explain why they are wrong to help address misconceptions.

Approach 3: Stretch and challenge

- Review pupil progress and identify an area of the course where pupils mastered a concept confidently - further stretch and extend pupil learning
- This could involve bringing in a higher-level concept. For example, you could consult the [National Curriculum](#) to see how the concept is further developed as pupils progress through school
- Consider linking the learning to your own research/degree or encourage pupils to explore how it applies to real world issues. Encouraging pupils to ask questions can help to create a rich and exciting discussion

Tutorial 15 – Feedback and Reflections

Tutorial 15 is a chance to celebrate pupil progress and successes, encourage further self-reflection and support pupils to look ahead in their learning.

You can find slides to support with delivering this session on the website:

thebrilliantclub.org/already-working-with-us/btp

Session Structure

Section	Suggested Time	Additional Information
Group feedback	15 mins	Start by reviewing trends and results from Knowledge Checks and provide some broad group feedback. For example, share areas of strength and celebrate group successes.
Individual Feedback and Self-Reflection	15 mins	Next, share individual feedback forms with pupils. Give pupils 5 minutes to review their feedback independently then use the feedback to help them with some self-reflection.
Looking ahead	15 mins	<p>You should encourage pupils to consider what skills they we developed through BTP tutorials and how do these link to their future learning. Pupils can complete a worksheet on the skills they have developed.</p> <p>We'd love it if you also use this time to share some of your own experiences of higher education and answer questions from students about university.</p>
Pre-Programme Survey	15 mins	Pupils will complete a post-programme survey using the link and codes your Programme Officer shares with you.

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Appendices

Mark Schemes for Long Form Answers

The mark scheme below is to be used for the following modules:

- **Descriptive and Narrative Writing**
- **Transactional Writing**

	Subject Knowledge	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Writing uses a wide range of structural techniques and language features</p> <p>Conventions of the form are used accurately and appropriately e.g. headings, sub-headings etc.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas</p> <p>Writing uses some structural techniques and language features</p> <p>Conventions of the form are mostly used accurately and appropriately</p>	<p>Writing has a clear structure</p> <p>The writing style is appropriate; key terms are used correctly</p> <p>There are few errors in spelling or grammar</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Writing uses limited structural techniques and language features</p> <p>Success with using conventions of the form appropriately is mixed</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments or ideas.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>

0 - 40	Starting to understand key ideas, with some errors. Structural techniques and language features are not yet incorporated effectively into writing	The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader. Key terms and references are not always used correctly.
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The mark scheme below is to be used for Question 4 in KC1 and Question 3 in KC2 for the following module:

- **Reading and Understanding Unseen Written Extracts**

	Subject Knowledge	Critical Thinking	Written Communication
8 - 10	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
6 - 7	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
4 - 5	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>

<p>0 - 3</p>	<p>Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Describes a point of view. Not yet able to use evidence to support points.</p>	<p>The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Key terms and references are not always used correctly.</p>
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The mark scheme below is to be used for the following modules:

- **Analysing Poetry**
- **Analysing Fiction**

	Subject Knowledge	Critical Thinking	Written Communication
80 - 100	<p>Writing shows a broad knowledge and understanding of key ideas.</p> <p>Knowledge is used to build and support very strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas, information, and arguments. Interprets meaning and makes connections.</p> <p>Where appropriate, uses well explained evidence to back up points.</p>	<p>Writing flows clearly.</p> <p>The writing style is appropriate; key terms are used well.</p> <p>There are no, or very few, errors in spelling or grammar.</p>
60 - 79	<p>Writing shows an understanding of key ideas.</p> <p>Knowledge is used to build and support strong arguments.</p> <p>Questions are directly answered.</p>	<p>Analyses key ideas and information.</p> <p>Where appropriate, uses evidence to back up points.</p>	<p>Writing has a clear structure.</p> <p>The writing style is appropriate; key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p>
40 - 59	<p>Writing shows an understanding of key ideas, with no major errors.</p> <p>Beginning to apply this knowledge to build and support arguments.</p>	<p>Begins to analyse ideas and information.</p> <p>Sometimes uses evidence to back up points.</p>	<p>The structure of the writing could be improved to better guide the reader through the arguments.</p> <p>There are some errors in spelling or grammar, but they do not get in the way of communicating the content.</p>

0 - 40	Starting to understand key ideas, with some errors. Not yet using this knowledge to build and support arguments.	Begins to analyse ideas and information. Describes a point of view. Not yet able to use evidence to support points.	The grammar, spelling, style and structure of the work need improving in order to communicate ideas to the reader. Key terms and references are not always used correctly.
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