



English lesson 5 - Teacher notes

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Learning aim:

To select evidence from a text to justify a point of view.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Reading Pupils should be taught to understand and critically evaluate texts through seeking evidence in the text to support a point of view, including justifying inferences with evidence.
Scotland SQA National 5 English	Critical reading Inferring meaning from what is implied by the writer.
Wales WJEC GCSE in English language specification	Reading Skills Analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.
Skills Builder Framework Focus Skills	
Teamwork – Working cooperatively with others towards achieving a shared goal	Teamwork step 7 I contribute to group decision making, whilst recognising the value of others' ideas.
Listening – The receiving, retaining and processing of information or ideas	Listening step 5 I listen to others and record important information as I do.

Main skills developed and how:

- Selecting – Students will be selecting information from a text to justify their point of view.
- Inferring – Students will infer meaning from what is implied by the writer.

Equipment required:

- Student worksheet
- PowerPoint (optional)

Suggested layout of the session:

3 minutes – Go over the session aims and main skills covered. If required, relay your expectations regarding what constitutes effective group work.

15 minutes – Read the work scenario with the class. Before you read the email, discuss workplace professionalism. What might it look like? How should employees behave and how should employers behave? Should new employees be treated any differently by their line managers in comparison to an employee who has been in post for 5 years?

Then divide the class into groups of no more than 5 students. Students can then read the email and work their way through the questions. (The work scenario and the email are on the PowerPoint, should you wish to share them on the board.) After discussing each of the questions, students can summarise the main findings into the relevant space under the question on their worksheet. Questions 1 and 3 include a model framework to help students structure their responses.

If you need to provide more scaffolding here, do question 1 together as a class. Start by inviting general feedback about Zara's current mindset and then ask pairs to find one phrase or line from the text that sums up their point of view. Invite feedback and ask the class to develop and add to their peers' responses. Then write this down into prose. The students will then

have a visible, worked example on the board to refer to as they progress through the questions.

5 minutes – Select a representative from each group to provide a summary of their group’s findings to one of the questions.

2 minutes – End with individual reflections. You can find these on the PowerPoint. For reflection part 3, allow time in the class for individuals to share a great contribution from their peers.

Ways to differentiate:

- Read the email aloud with the class to help aid comprehension. Use targeted questioning to elicit responses from students and to check understanding. For example, tell your partner (or highlight) one sentence or phrase that you think might confuse or upset Zara. Discuss these as a class and ask students to justify their choices.
- Use mixed ability groupings.
- Assign one student to manage the group’s discussion, invite input from each group member and summarise their findings.

How to extend the session – if required:

- Students could work together to structure and create an email response to Hamish and then read this aloud to the class. The class should then vote for the email that they believe should be sent to Hamish in response, ensuring they justify their decision.

