



English lesson 3

- Teacher notes

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Learning aim:

To summarise a text to determine key ideas and information.

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 reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes.
Scotland SQA National 5 English	Critical reading Summarising: candidates show understanding of the writer's ideas, narrative events or characterisation through summarising/explaining using their own words.
Wales WJEC GCSE in English language specification	Reading Skills Demonstrate independence in synthesising and summarising information effectively from a range of texts.
Skills Builder Framework Focus Skills	
Teamwork – Working cooperatively with others towards achieving a shared goal	Teamwork step 6 I contribute to group decision making.
Aiming high – The ability to set clear, tangible goals and devise a robust route to achieving them	Aiming high step 4 I work with a positive approach to new challenges.

Main skills developed and how:

- Summarising – Students will summarise a text.
- Evaluating – Students will evaluate a text to assess how effective it has been in achieving its aim.

Equipment required:

- Student worksheet.
- Lesson PowerPoint (optional).

Suggested layout of the session:

3 minutes – Go over the session aims and main skills covered.

5 minutes – Place students into pairs, or groups of no more than 4. Read the scenario as a class. Then, students can begin reading the in-tray exercise. Ideally, this should be completed by students individually and in silence. (You could invite them to highlight the key information as they're reading.)

12 minutes – In pairs or groups, students then work their way through the questions on the worksheet. Question 4 is an extension question for those students who complete questions 1, 2 and 3.

5 minutes – Run through the answers with students. They can either mark their own work, or worksheets can be swapped and marked by a different pair or team. End with the reflection at the end of the PowerPoint.

Ways to differentiate:

- Read the in-tray exercise with students if required. (You can use the PowerPoint to share this with students on the board.)
- Use mixed-ability groupings.
- Break down the requirements of questions 3 and 4 to chunk the learning into more accessible and achievable steps. For example, you could model how to approach question 3 by asking students:

what is the museum's problem and what do they need to make it better? Students can discuss this and then create a complex sentence aloud in pairs, or complete the model one. This can form the first of their 4 sentences.

- *As Gravenstoke museum have not met _____, they need to find a _____ to help them meet their target of _____.*

How to extend the session – if required:

- Provide students with the museum's target demographic groups – county parents and carers with children aged between 5-12, county residents aged between 55-70 and primary and secondary school headteachers in the county. Students can first discuss the barriers that exist in stopping these audiences from visiting the museum and how they are most likely to consume content – for example, print publications, doorstep advertising, social media etc. Finally, students can begin to consider how best to target these audiences through print and digital campaigns. They could even take Zara's role on the interview day and present some of their ideas to the class (or interview panel).

