



Return Journey KS3 Teacher Guidance

**PowerPoint presentation led

The tasks will allow learners to cover the following objectives:

Oracy

- respond to others' views positively and appropriately when challenged
- defend a point of view with information and reasons, e.g. in role or debate

Reading

- use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
- use their knowledge of:
 - word roots and families
 - grammar, sentence and whole-text structure
 - content and contextto make sense of words, sentences and whole texts
- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- use inference and deduction to understand layers of meaning

Writing

- select, analyse and present ideas and information convincingly or objectively
- adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing
- make connections and/or elaborate to ensure full coverage of topic
- in planning writing make choices about content, structure, language, presentation to suit the purpose

Task 1

Provide copies of the KWL chart and learners to complete these noting:

- What they currently know about the blitz;
- What they would like to know about the blitz;

Continue through the facts/ images linked to the blitz in Swansea.



Task 2

Hand out copies of the extract from 'Return Journey'.

On the copy of the extract learners are to annotate it to look at any use of the following:

- links to the events of the blitz
- use of simile
- use of death imagery
- links to place/location

Task 3

Using the guidance in the presentation, learners are to discuss what makes an effective newspaper report then look at the exemplar article provided and discuss who, what, where, when, why and how. Learners should be encouraged to annotate the example.

Task 4

Using the presentation, learners should point out where the different organisational features such as headings, columns etc. are shown in the presentation.

Task 5

Learners to complete the planning sheet for the writing task in pairs.

Task 6

Learners to complete the writing task and complete the 2 stars and wish section on the planning sheet on their own writing.

Task 7

Learners to return to their KWL charts and to add to the 'What have you learnt?' section.