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| Lesson/ Week (50 minutes)  Year 7 Reading Response  Long Term Plan- Novel 1 Sept-Feb (1.5 terms)  ‘Over The Line’ by Tom Palmer for SAN, S&E bands and SAW S,E&T bands. | Chapters to be read | Key Questions | Comprehension task | Extended task | Green Pen Development | Wider Reading Log |
| 1 | Chapters 1 and 2  Pages 4-18  \*Establish reading routines and discuss criteria and assessment style for reading response lessons) | What person is the text written in?  How does this influence how we feel about him?  How does the writer use words and phrases to link ideas about sport and war? | …now it was my duty to get into the penalty box… (p4)  …the mud was thick on the pitch… (p4)  …men like Roebuck are dying in France on the field of war… (p10)  …we stood in silence and looked at the protestors… (p13)  …fog gathering above the ground as night closed in… (p16)  …blood streaming from his elbow to his hand as he pulled me up… (p18) |  |  |  |
| 2 | Chapters 3 and 4  Pages 19-28 | Why does Bullock decide to volunteer? What evidence is there that he does not have to do so?  How are Highbury and Arsenal F.C. presented? |  | How does the writer make Arsenal and its stadium seem so great? |  |  |
| 3 | Chapters 5 and 6  Pages 29-39  (End of Part 1) | How does the writer make the football match seem like a battle against a more powerful enemy?  What is nostalgia? How does the writer present this in the text?  Where are there images of honour and duty?  How does the writer present the camaraderie/friendship between the characters?  How does this help to bring the two stories (football and WW1) together? |  |  | Respond to formative marking.  Look for deeper meaning and other possible connotations supporting ideas with textual evidence. |  |
| 4 | Chapters 7 and 8  Pages 42-50 | How are the lives of the narrator and his comrades changing?  Why has the writer put such an emphasis on the change in the narrative from I to we?  How does Buckley make the narrator feel by the way he talks to him? | …during the first days as a soldier, we marched… (p42)  …so people like them would be free to walk in the parks. Free to be British… (p43)  …can you see over the top?... (p45)  …yes sir, I said grinning…  Look at words associated with war page 44. How does this make the text feel more frightening? |  |  |  |
| 5 | Chapters 9, 10 & 11  Pages 50-65  (End of Part Two) | How are football and war presented as opposites but still tightly linked?  Why does the writer use bird imagery?  What effect does the mention of some soldiers not returning make the text feel? |  | Write an extended diary entry from Jack’s perspective. Focus on how his desire to be a professional footballer are juxtaposed/contrasted against his need to act honourably and fight for his country.  S&C:  Use key vocabulary from the text. |  |  |
| 6 | No New Reading of set text.  Focus on Non-fiction article about fellow Footballers’ Battalion soldier: Walter Tull.  **SUPPORT MATERIAL 1: Walter Tull** | Read the Article on Walter Tull.  What are the similarities and differences between him and the narrator of *Over The Line*? |  |  | Respond to formative marking.  Then: add to your diary entry by Creating a fictitious conversation between Walter and Jack in which they discuss their experiences so far. |  |
| 7 | Chapters 12-13  Pages 68-75 | How does the writer create a sense of relief and tension at the start of the chapter?  How are the soldiers made to feel like animals?  How are the soldiers treated in France by: (a) the British commanders and (b) the French?  How does the writer use the weather to create tension and suspense?  Why does the writer end chapter 13 in the way he does? | …out there on the boat, in the dark, a torpedo could have blown us up or pitched us into the sea at any moment… (p68)  …there were perhaps a thousand men to load onto one train – sixty men per cattle truck… (p69)  “I don’t think much of these first-class carriages, sir,” Evans joked… (p69)  …the girl threw her arms around me for a moment… (p71)  …I heard thunder. And I saw lightning… (p73)  …Under the wooden duck-boards – something moving. Was it a play of the light? No. We knew exactly what it was. Rats… (p75) |  |  |  |
| 8 | Chapter 12  Deeper Focus: Structure | Start, middle, end  Change  Zoom  Focus  Pivotal point |  | How is Chapter 12 structured to interest the reader? |  |  |
| 9 | Chapters 14-15  Pages 76-88 | How does the writer use “the silence” to create fear?  How does the writer create a sense of inevitability and a sense of the indiscriminate nature of war?  Where in the text does it show the “*law of the jungle*”?  What does the narrator say about everyday life for a front-line soldier?  What other type of “war” did the soldiers face in the trench? |  |  | Respond to formative marking. |  |
| 10 | Chapters 16-17  Pages 89-97 | What effect do the metaphor and hyperbole on the opening page of chapter 16 have on the reader?  What emotions are shown by the narrator? What ‘keeps him going’?  What contrasts are presented?  How does the writer present the togetherness of Jack and his friends?  What defines a hero? | …the trenches were alive with rumours… (p89)  …everyone in the British Army was excited… (p89)  …he had gone from hero on the pitch to hero in the trenches…(p98) |  |  |  |
| 11 | Chapter 18  Pages 98-102  **SUPPORT MATERIAL 2:**  **Jack Woodward** | Chapter 18 focuses on (Vivian John) ‘Jack’ Woodward.  Read the biography sheet about him.  How does the writer show/convey the narrator’s opinion of Captain Woodward? |  | Write a series of diary entries by Jack Woodward to members of his family and also to his football club back home Show understanding of the text by using words and phrases from the texts and how that might have affected him physically, emotionally and sporting-wise.  Ensure you include ideas about duty and honour as well as his standing as a renowned England International footballer.  Create a time line of events in Woodward’s life. |  |  |
| 12 | Chapters 19 to 21  Pages 103-121 | What effect is the writer hoping to create with the use of pathetic fallacy ion chapter 19?  Why are there three short sentences to end the chapter?  What is the effect of sibilance on p109?  How does the writer portray the chaos of war? |  |  | Respond to teacher’s feedback and make improvements with a green pen. Then answer the comprehension questions. |  |
| 13 | Chapters 22 to 24  Pages 122-134 | What effect is the writer hoping to make with the use of repetition as a triplet?  How does the writer mix/intertwine images/metaphors of football and war? | …we were told…we were told…we weren’t told… (p125)  …I did this like I was a machine…(p131)  …Men would be sent over the top. Men would be mown down by machine gun fire. Men would be gassed and blown apart by stick bombs, hand grenades and shells…(p132) |  |  |  |
| 14 | Chapter 25 to 26  Pages 135-147 | How does the writer set the scene?  How does the writer present a gas attack (look at powerful adjectives and verbs)? |  | Explain how the writer presents a sense of normality and then changes the text to reflect the horror of war. |  |  |
| 15 | Chapter 27 to 30  Pages 150-163  \*Complete Novel | How does the writer create sadness in the narrator’s voice?  What effect is the writer trying to convey by laying Wheelhouse’s letter out the way he has done?  How successful is the ending? |  |  | Respond to the teacher’s feedback and make improvements. |  |
| 16 | Recap pre-Christmas reading | What does the novel recall? | Summarise the events.  Explain your thoughts on Jack’s portrayal?  How well does the writer mix the characters and events? |  |  |  |
| 17 | Non -fiction biography extract (3rd person)  **SUPPORT MATERIAL 3: Jack Cock**  (Qu 4 Paper 2 example GCSE) | Read Jack Cock from *Toffeeman* |  | Compare how Jack Cock is presented in the novel and the non-fiction article. |  |  |
| 18 | Non-fiction news  Skills based- features of a news article | What is the purpose of a headline?  What is *MYFORES*T and how can this be used to create effect?  What is bias? |  |  | Respond to teacher’s feedback. |  |
| 19 | Create a newspaper article about any footballer from WW1. |  |  | Create the front page story. |  |  |
| 20 | The Big Debate  Are footballers paid too much?    Sportsmen Vs Real Heroes | How should we remember famous sportsmen?  Do they make good role models?  BBC programme on Walter Tull <https://www.bbc.co.uk/sport/football/43504448> |  |  |  |  |
| 21 | The Big Debate |  |  | Footballers: Do they make good role models? |  |  |