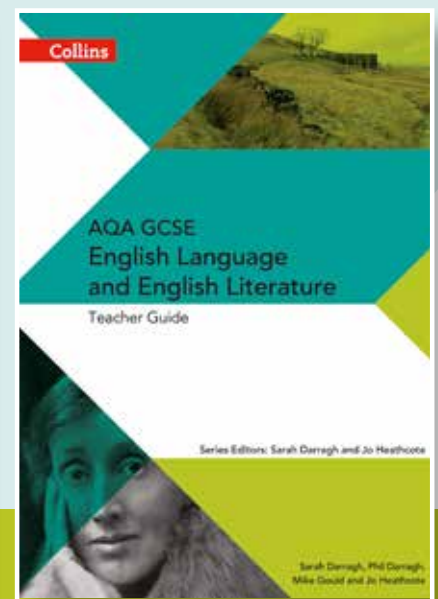
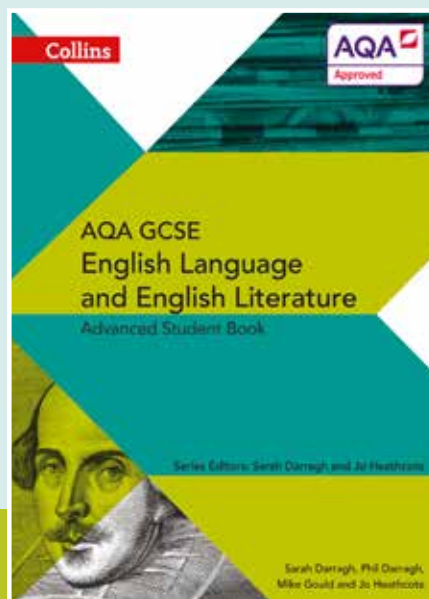
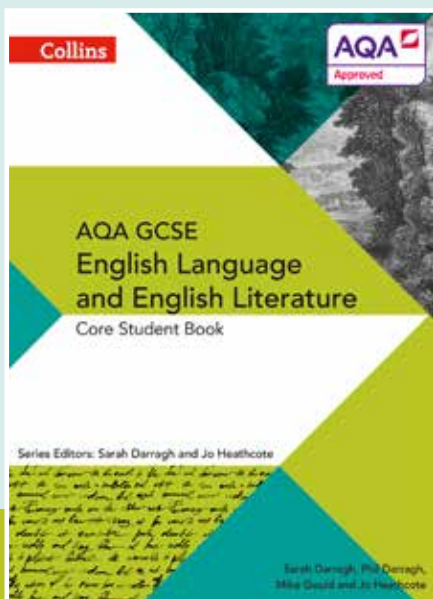


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Co-teach underpinning skills for language and literature for deep understanding

Makes clear which Assessment Objectives are being taught

Chapter 4, Topic 4

Explain and comment on writers' use of structural features

Learning objectives
You will learn how to

- identify some ways writers use structural features and organise their writing
- explain the effects of structural features on the reader.

Assessment objectives

- English Language AO2
- English Literature AO2

What does 'structure' mean and why is it important?

Getting you thinking

When we are thinking about the range of ways a writer communicates meaning to the reader, it is important to look at the organisation, order and sequence of the words, phrases and sentences as they appear in the text.

You probably already know more about structure and **cohesion** than you think.

Key term

cohesion: connected together to form a united whole

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4.4

1 Complete the spider diagram to show other features that create meaning apart from word choice.

Explore the skills

The way the writer structures their text can shape our understanding of characters or setting and set up a mood or tone.

Read scene 1 of *DNA* by Dennis Kelly on the right.

2 Read the scene out loud with a partner, first quickly, with interruptions, then slowly with pauses.

Are there moments in this scene where it is more effective to slow down, or to speed up? Why is this?

3 Notice Kelly's use of question and answer in this scene. Which character knows something and which character (like the reader) is in the dark?

4 a Describe the relationship between Jan and Mark. How well do they know each other? Notice the minimal responses and how they finish each other's lines.

b Notice the use of repetition. What effect does it have? Do they sound relaxed or anxious?

5 How does Kelly use structure to suggest ideas about Jan and Mark to the audience?

6 This is the first scene in the play, so it is important in the mood of the whole play. How does it engage our interest? What questions does it open up for us? How does it make us feel?

Jan: Dead?
Mark: Yeah.
Jan: What, dead?
Mark: Yeah.
Jan: Like dead, dead.
Mark: Yes.
Jan: proper dead, not living dead?
Mark: Not living dead, yes.
Jan: Are you sure?
Mark: Yes.
Jan: I mean there's no
Mark: No.
Jan: mistake or
Mark: No mistake.
Jan: it's not a joke.
Mark: It's not a joke.
Jan: coz it's not funny.
Mark: it's not funny because it's not a joke, if it was a joke it would be funny.
Jan: Not hiding?
Mark: Not hiding, dead.
Jan: not
Mark: Dead.
Jan: Oh.
Mark: Yes.
Jan: God.
Mark: Yes.
Jan: God.
Mark: Exactly.
Pause.
Jan: What are we going to do?
Dennis Kelly, from *DNA*

Chapter 4: Explaining and commenting on writers' methods and effects 129

Sample from
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Plan your course with expert support

- Schemes of work suggest how the GCSEs could be taught in one, two or three years
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Save 100 hours of planning time with the clear learning sequence and

4.4 Explain and comment on writers' use of structural features

Assessment objectives English Language AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views English Literature AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	GCSE examinations • English Language Paper 1, Questions 2, 3 • English Language Paper 2, Question 3 • English Literature Paper 2, Sections A and B	
Differentiated learning outcomes • All students must be able to identify one or more structural technique and attempt to explain its effect on the reader. • Most students should identify the writer's purpose and viewpoint and clearly explain how a range of structural techniques help to demonstrate this purpose / viewpoint. • Some students could select one or two particular structural features and present a detailed commentary on how they work to reinforce the writer's purpose and viewpoint.	Resources • Student Book: pp. 128-31 • Worksheet 4.4 • PPT 4.4	the lesson, it might be useful ing a sense of tension. editions creates a sense of about what has happened to draw attention to the d knowledge between Jan
Getting you thinking Big question Read the Big question : What does 'structure' mean and why is it important? Ask for students' suggestions as to what 'structure' means in this context. The students could either offer ideas verbally for collation on the board, or write their ideas as a list or in sentences. At this stage their suggestions may refer to aspects such as sentence length, paragraphs, beginnings and endings. You can return to the second part of the question – 'why is it important?' – at the end of the lesson.		
Explore the skills Refer to the opening paragraph, which identifies some structural features, and make sure the students have read the Key term 'cohesion'. Identify the learning point: the actual words themselves are only one part of the way a writer creates meaning. Display PPT 4.4, slide 1 , and ask the students to complete Q1 – the spider diagram – using the ideas in the Student Book (pages 128-9) as well as those that have come out of the initial class discussion.		
Apply the skills Display PPT 4.4, slide 3 , which is the main task for this lesson. Give the students 15 minutes to complete Q10 , using their notes and the student response from the previous question as a model for how to structure their answer.		
Big answer plenary Return to the Big question from the start of the lesson. The second part of the question asked the students to think about why structure is important. Ask the students to write a sentence explaining what they have learned from this lesson about the importance of structure in aiding meaning. They could use the scaffold: 'Structure refers to ... and it is important because ...'. Ask the students to use the Check your progress outcomes to assess their written work and decide which of the three outcomes they think they have achieved.		

86 • Explaining and commenting on writers' methods and effects LESSON 4.4 © HarperCollinsPublishers 2015

Track progress and identify areas for further improvement with synoptic, exam-style tasks

Sample from Teacher Guide

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Sarah Darragh has worked in English education and assessment for over twenty years, and is an experienced teacher, trainer and writer of educational titles.

Jo Heathcote is a highly experienced English teacher in Manchester, a Principal for an examination board and the writer of numerous textbooks, resources and study guides for major educational publishers.

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