

Guided Plan 1

Teaching objective/s	To consider how character and themes are developed through language
Text Focus	Exploring Richard's opening soliloquy
Teaching sequence: Introduction	Briefly explain the aim: to consider how character and themes are developed through language
Strategy Check	Model or recap how to text mark and annotate effectively. Why do we text mark? What makes effective text marking?
Group reading and related task	Pupils re-read the soliloquy individually and as a group. Recap understanding. If necessary, watch Richard III/Performance/ <i>Conrad puts the opening soliloquy in his own words</i> , to consolidate understanding.
Return to text	In pairs, pupils text mark the soliloquy to highlight examples of one language area: assonance and alliteration, antitheses, imagery. Feedback between pairs for text marking. What does Richard's clever and witty use of language suggest about his character? Ask each pair to brainstorm themes suggested in the soliloquy that, through the language, they predict may be developed in the rest of the play. Pairs to write themes down on paper and hand to you to seal in an envelope. In a later lesson, when appropriate, open the envelope and ask pupils to track with a mind map how these themes were developed throughout the text.
Review	How has their text marking supported their developing understanding? Ask pupils to review their understanding of how language can develop character and theme. How might this enhance or alter the way they read texts in their independent reading?
Evaluation	