

COMIN 2 GT U

Simon Packham

GUIDANCE NOTES FOR TEACHERS



What follows here is intended as a prompt to teachers' thinking and planning on using *Comin 2 gt u* in the classroom (broadly with Years 6, 7 and 8). There are clear links with PSHE, history and English (including drama), but a cross-curricular approach could also be taken. Links to the National Curriculum at KS2 and KS3 are included as an appendix.

Application of these prompts will vary depending on age group and ability but the intention is that the discussion questions could be used for guided reading purposes, or small group or class discussions linked to a study of the book and exploration of its themes. The activities could be used as independent learning opportunities or as part of a more structured topic.

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These notes were written by Deborah Packham taught both Key Stage 2 and Key Stage 3 students at a variety of schools in London and the Home Counties before taking up the headship of a West Sussex primary school in 1996. She has mentored newly qualified teachers as well as those in the early days of their Headship and is currently involved in curriculum development. She is a qualified Local Leader of Education.

General Themes

Friendship & Relationships

The need for approval
Individuality
Communication between generations
Sam & Alex - fragility of friendship;
betrayal
Sam & classmates - feelings of isolation;
individuality
Granddad & Tommy - facing fear
together; survivor guilt
Sam & Granddad - someone to talk to;
sharing secrets
Sam & Mum
Sam & Dad
Sam & Granddad
Sam & Abby
Sam & Dimbo
Granddad & Tommy
Granddad & Sharky
Granddad & Dad
Callum/Animal & The Emperor

Bullying

Definitions
Name-calling
Threats
Anonymity
Cyber-bullying
Control/power
Peer pressure
Fear

Internet safety

Access to sites
Security
Use of time
Secrets

Old Age/Death

Courage & Bravery

Emotional Wellbeing

CHAPTER BY CHAPTER BREAKDOWN

THURSDAY (WEEK 1)

Discussion Questions:

- Why do people do on-line gaming?
- How long is an appropriate length of time to be gaming each day?
- How does this relate to the amount of time you personally spend?
- Why is Sam un-nerved by his experiences on-line?
- Why doesn't Sam's mum visit Granddad?
- How does Sam feel about his dad being away?
- What is your real passion?

Activities:

Collect data to inform the answers to these questions, presenting the results in a variety of ways (eg graphs, pie charts, poster)

Do boys or girls spend longer gaming each day?

Why might this be?

What else do they do/could they do instead?

What kind of on-line games are there? Are these different for different ages?

What are the rules of internet safety? Design a top ten list

Design a poster to remind others of rules for safe gaming

Design a leaflet promoting a range of activities as well as gaming

Investigate the work of Duke Ellington

FRIDAY (WEEK 1)

Discussion Questions:

- How do parents' new relationships affect their children?
- What is bullying?
- What forms can bullying take?
- Why do people bully?
- Can anything be done to prevent bullying?
- Why do Callum and Animal pick on Sam and Alex?
- Why does Granddad call Lavender Lodge "The Departure Lounge"?
- Should you let on when you are scared?
- Are all secrets lies, as Granddad suggests?
- When is it OK to cry? Does this change with age?
- Why doesn't Sam tell his mum about what's happened? Would you?
- What makes someone a hero?
- Why did the bullies create a website?
- How would it feel to be "called up" ? What would you miss most?
- What is a deserter?
- How would it feel for those who had their homes bombed to be visited by "sightseers"?
- How do you account for Sharky's change of mood?
- What is psychotoclapsica?

Activities:

- Create a joke book*
- Research what students are scared of about secondary school (link Y6/7?)*
- Create an informational poster about the different forms bullying can take*
- Write advice for someone being bullied*
- Write "Agony Aunt" questions and answers*
- Investigate the work of helplines such as Childline*
- Investigate the work of anti-bullying websites*
- How do you look after chickens? Write an instruction leaflet*
- Investigate the criteria for being called up*
- Write a postcard home about the experiences on the train*
- Research which parts of London were bombed*
- Find different routes from London to Plymouth and plot these on a map. Use bus, train and car routes. Research costs and times.*

MONDAY (WEEK 2)

Discussion Questions:

- What effect does name-calling have on the person being called names?
- Is it true that "Sticks and stones may break my bones but words will never harm me"?
- Why is Sam cheered up by Abby?
- How does Sam feel when Alex won't talk to him? Why is Alex behaving like this?
- What makes someone a nerd?
- How do people become friends?
- What qualities do you look for in a friend?
- How do you know you've got a true friend?
- How can friendships go wrong?
- Why doesn't Sam tell his Granddad everything?
- What makes the letter so powerful?

- Should friends have secrets?
- How did Tommy's fear exhibit itself?
- What is your biggest fear?
- How do you deal with fear?

Activities:

- Write an advert for a friend, listing desirable qualities*
- Write a CV for yourself, stating the qualities you possess that would make you a good friend*
- Write confessions of when you have failed a friend, then hold a ceremonial shredding*
- Identify good qualities in others - these could be recorded and displayed appropriately*
- Write a menu for a NAAFI*
- Research some wartime ships*
- Investigate how recruits were prepared for service*
- Investigate RN training today*

THURSDAY (WEEK 2)

Discussion Questions:

Why does Sam feel so miserable?

Granddad talks about how you deal with your fear being what counts. How do you deal with your fear?

What is your reaction to the music block experience?

Why doesn't Sam tell Miss Hoolyhan what has happened?

What difference does having a friend make to dealing with bullying behaviour?

What does it feel like when a parent plans to re-marry?

Why does Sam eventually go to Steven for help?

Is being different necessarily a bad thing? Why do some people think it is? What makes you an individual?

What "coping strategies" might Sam's mum have suggested?

Why does Sam think it's important to stand up to The Emperor? Do you agree?

Is it brave or stupid to stand up to bullies?

Who are the important people in your life?

What are the ingredients for being "truly happy"?

Is it better to believe what you want to believe, or to know the truth?

Was Sam's mum right not to tell him who she was seeing?

Sharky wanted to make his family proud. What would make your family proud?

What might it have felt like to be on the bridge of the ship when the enemy aircraft were spotted?

Why did Sharky desert his post?

Is it an honour to die for your country?

What would you like to be remembered for?

What makes someone a hero?

Activities:

Hot-seat being Miss Hoolyhan and imagine Sam tells her everything - what would she say?

Explore your individuality - create a personal shield illustrating your qualities/talents/interests/hobbies

Devise a playground buddy scheme

Write a letter to one of the important people in your life, telling them what they mean to you (this could be a private activity)

Research the different jobs on a naval ship - both in WW2 and today

Locate Alexandria - produce a tourist guide

Investigate some war poetry to explore themes of honour and death

Write the obituary of someone your "hero"

Write your own obituary

FRIDAY (WEEK 2)

Discussion Questions:

"The best years of their lives" - does this really describe childhood/adolescence?
What is your reaction to the incident on the train?
Why doesn't Sam tell Mr Catchpole?
What is Sam's initial reaction to Granddad's confession?
What is your reaction to Sam's experience on HMS Belfast?
Why did the others join in with The Emperor's persecution of Sam?
How does peer pressure work? How does it change how we behave?
Why does Alex betray Sam?
Is it OK to issue threats as long as you know you won't ever carry them out?
Why do the others turn on Abby?
At what point does Sam stop being afraid?
Should you reveal your feelings in public?
How has bullying changed over time?
Is it ever OK to call someone a name?

What is your most treasured possession? What would you save if you could only save one thing?
How would Tommy have felt to be in the water?
Should Granddad have kept his promise to Tommy?
Why do you think Granddad saw Tommy in the hospital?
Was Granddad a coward?
What do you feel guilty about?

Activities:

Survey a range of different aged people to find out about bullying behaviour - how many people have experienced bullying? Has it always been the same?
Devise an anti-bullying policy for your class/school
Create a presentation to parents on bullying
Create a guide for Y7s on how to deal with bullies
Plan a visit to HMS Belfast - route, costings etc
Visit the HMS Belfast website
Research the work of Vera Lynn
Investigate the triggers for asthma - write an information leaflet
Find a link to some older people (eg a home, or grandparents) - invite each generation to teach/tell something to the other

Discussion Questions on the book as a whole

What motivated Abby to behave as she did? Is she a bad person?

Do the adults in the book carry out their parental responsibilities? Should the young people take any responsibility for what happens?

Is it Sam's fault that he is bullied? Could he have stopped it?

Should/could the teachers have done anything to help sooner?

Would Sam have been bullied if he hadn't been involved in on-line gaming?

What are your own experiences of bullying behaviour?

How important is emotional well-being? How do you get it?

What support is available for the victims of bullying and for bullies?

Should old people be in homes? Is there an alternative?

Should 18 year olds be sent to fight?

What questions would you want to ask the author?

Deborah Packham
August 2010

Appendix:

LINKS TO THE NATIONAL CURRICULUM

KS2

The following aspects of the programmes of study for KS2 link particularly well to a study of *Comin 2 gt U*:
(See later pages for KS3.)

PSHE/Citizenship

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

to talk and write about their opinions, and explain their views, on issues that affect themselves and society

to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Preparing to play an active role as citizens

2. Pupils should be taught:

to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

Developing a healthy, safer lifestyle

3. Pupils should be taught:

that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

to think about the lives of people living in other places and times, and people with different values and customs

to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

to recognise and challenge stereotypes

that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]

feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]

participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]

make real choices and decisions [for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]

develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]

consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]

find information and advice [for example, through helplines; by understanding about welfare systems in society]

prepare for change [for example, transferring to secondary school] .

ENGLISH

SPEAKING & LISTENING

Speaking

1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]
choose material that is relevant to the topic and to the listeners
show clear shape and organisation with an introduction and an ending
speak audibly and clearly, using spoken standard English in formal contexts
evaluate their speech and reflect on how it varies.

Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:
identify the gist of an account or key points in a discussion and evaluate what they hear
ask relevant questions to clarify, extend and follow up ideas
recall and re-present important features of an argument, talk, reading, radio or television programme, film
identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
respond to others appropriately, taking into account what they say.

Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
make contributions relevant to the topic and take turns in discussion
vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
qualify or justify what they think after listening to others' questions or accounts
deal politely with opposing points of view and enable discussion to move on
take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Drama

4. To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
create, adapt and sustain different roles, individually and in groups
use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
use dramatic techniques to explore characters and issues [for example, hot seating, flashback]
evaluate how they and others have contributed to the overall effectiveness of performances.

Breadth of study

7. During the key stage, pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking

8. The range should include:
reading aloud
presenting to different audiences
extended speaking for different purposes.

Listening

9. The range should include opportunities for pupils to listen to:
live talks/readings/presentations
recordings [for example, radio, television, film]
others in groups.

Group discussion and interaction

10. The range of purposes should include:
investigating, selecting, sorting
planning, predicting, exploring
explaining, reporting, evaluating.

Drama activities

11. The range should include:
improvisation and working in role
scripting and performing in plays
responding to performances.

READING

Knowledge, skills and understanding

Understanding texts

2. Pupils should be taught to:
use inference and deduction
look for meaning beyond the literal
make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]
use their knowledge of other texts they have read.

Reading for information

3. Pupils should be taught to:
scan texts to find information
skim for gist and overall impression
obtain specific information through detailed reading
draw on different features of texts, including print, sound and image, to obtain meaning
use organisational features and systems to find texts and information
distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
consider an argument critically.

Literature

4. To develop understanding and appreciation of literary texts, pupils should be taught to:
recognise the choice, use and effect of figurative language, vocabulary and patterns of language
identify different ways of constructing sentences and their effects
identify how character and setting are created, and how plot, narrative structure and themes are developed
recognise the differences between author, narrator and character
evaluate ideas and themes that broaden perspectives and extend thinking
express preferences and support their views by reference to texts
respond imaginatively, drawing on the whole text and other reading

WRITING

Knowledge, skills and understanding

Composition

1. Pupils should be taught to:

choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
broaden their vocabulary and use it in inventive ways
use language and style that are appropriate to the reader
use and adapt the features of a form of writing, drawing on their reading
use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:

plan - note and develop initial ideas

draft - develop ideas from the plan into structured written text

revise - change and improve the draft

proofread - check the draft for spelling and punctuation errors, omissions and repetitions

present - prepare a neat, correct and clear final copy

discuss and evaluate their own and others' writing.

Breadth of study

8. During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following range of purposes, readers and forms of writing.

9. The range of purposes for writing should include:

to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader

to persuade, focusing on how arguments and evidence are built up and language used to convince the reader

to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it.

10. Pupils should also be taught to use writing to help their thinking, investigating, organising and learning.

11. The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.

12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

HISTORY

Knowledge, skills and understanding

Chronological understanding

1. Pupils should be taught to:
place events, people and changes into correct periods of time

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:
about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Historical interpretation

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

4. Pupils should be taught:
how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5. Pupils should be taught to:
communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

Britain since 1930

A study of the impact of the Second World War on the lives of men, women and children from different sections of society.

KS3

The following aspects of the programmes of study for
KS3

link particularly well to a study of *Comin 2 gt U*:

PSHE - Personal Wellbeing

Key concepts

There are a number of key concepts that underpin the study of personal wellbeing. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Personal identities

Understanding that identity is affected by a range of factors, including a positive sense of self
Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem

Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

1.2 Healthy lifestyles

Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened

1.3 Risk

Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations

Appreciating that pressure can be used positively or negatively to influence others in situations involving risk

1.4 Relationships

Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised

Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important

Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

Key Processes

2.1 Critical reflection

Pupils should be able to:

reflect critically on their own and others' values

reflect on personal strengths, achievements and areas for development

recognise how others see them and give and receive feedback

reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour

develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Pupils should be able to:

find information and support from a variety of sources

assess and manage the element of risk in personal choices and situations

use strategies for resisting unhelpful peer influence and pressure

know when and how to get help

identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Pupils should be able to:

use social skills to build and maintain a range of positive relationships

use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

use the social skills of communication, negotiation, assertiveness and collaboration

value differences between people and demonstrate empathy and a willingness to learn about people different from themselves

challenge prejudice and discrimination assertively.

Range and content

The study of personal wellbeing should include:

the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships

the nature and importance of marriage and of stable relationships for family life and bringing up children

the roles and responsibilities of parents, carers and children in families

the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

ENGLISH

Key concepts

1.1 Competence

Being clear, coherent and accurate in spoken and written communication.

Reading and understanding a range of texts, and responding appropriately.

Making informed choices about effective ways to communicate formally and informally.

1.2 Creativity

Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.

Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.

Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.

Using creative approaches to answering questions, solving problems and developing ideas.

1.4 Critical understanding

Engaging with ideas and texts, understanding and responding to the main issues.

Assessing the validity and significance of information and ideas from different sources.

Exploring others' ideas and developing their own.

Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

Key processes

These are the essential skills and processes in English that pupils need to learn to make progress.

2.1 Speaking and listening

Pupils should be able to:

present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal

use a range of ways to structure and organise their speech to support their purposes and guide the listener

vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently

engage an audience, using a range of techniques to explore, enrich and explain their ideas

listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say

understand explicit and implicit meanings

make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions

take different roles in organising, planning and sustaining talk in groups

sift, summarise and use the most important points

use different dramatic approaches to explore ideas, texts and issues

use different dramatic techniques to convey action, character, atmosphere and tension

explore the ways that words, actions, sound and staging combine to create dramatic moments.

2.2 Reading

Reading for meaning

Pupils should be able to:

extract and interpret information, events, main points and ideas from texts

infer and deduce meanings, recognising the writers' intentions

understand how meaning is constructed within sentences and across texts as a whole

assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion

recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence

understand how audiences and readers choose and respond to texts

understand how the nature and purpose of texts influences the selection of content and its meanings

The author's craft

Pupils should be able to understand and comment on:

how texts are crafted to shape meaning and produce particular effects

how writers structure and organise different texts, including non-linear and multimodal

how writers' uses of language and rhetorical, grammatical and literary features influence the reader

how writers present ideas and issues to have an impact on the reader

how form, layout and presentation contribute to effect

how themes are explored in different texts

how texts relate to the social, historical and cultural context in which they were written.

2.3 Writing

Composition

Pupils should be able to:

write clearly and coherently, including an appropriate level of detail

write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader

generate and harness new ideas and develop them in their writing

adapt style and language appropriately for a range of forms, purposes and readers

maintain consistent points of view in fiction and non-fiction writing

use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects

structure their writing to support the purpose of the task and guide the reader

use clearly demarcated paragraphs to organise meaning

use complex sentences to extend, link and develop ideas

vary sentence structure for interest, effect and subtleties of meaning

consider what the reader needs to know and include relevant details

use formal and impersonal language and concise expression

develop logical arguments and cite evidence

use persuasive techniques and rhetorical devices

form their own view, taking into account a range of evidence and opinions

present material clearly, using appropriate layout, illustrations and organisation

use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect

summarise and take notes

Range and content

3.1 Speaking and listening

The range of speaking and listening activities should include:
prepared, formal presentations and debates
informal group or pair discussions
individual and group improvisation and performance
devising, scripting and performing plays.

The range of purposes for speaking and listening should include:
describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising;
and exploring, shaping and expressing ideas, feelings and opinions.

3.2 Reading

The texts chosen should be:

of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics and how, in some cases, they have influenced culture and thinking
interesting and engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints and situations
challenging, using language imaginatively to create new meanings and effects, and encouraging pupils to try such writing for themselves.

The range of literature studied should include:

stories, poetry and drama drawn from different historical times, including contemporary writers

3.3 Writing

In their writing pupils should:

develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain

analyse and evaluate subject matter, supporting views and opinions with evidence

present ideas and views logically and persuasively

explain or describe information and ideas relevantly and clearly.

The forms for such writing should be drawn from different kinds of:

stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports.