

CLASSROOM NOTES

Introduction to the resource – for teachers

This resource, whilst anchored in chapter 1 of *THE SPOOK'S APPRENTICE*, will take the reader well beyond this first chapter. The activities will enable pupils to move beyond a literal encounter with *THE SPOOK'S APPRENTICE*, so that they are encouraged to develop more reflective responses and therefore make links within and beyond the text. This will enable them to explore:

- How they use different and the same reading strategies for both fiction and non-fiction texts
- how a variety of reading material can help to illuminate a text
- how you can build a bridge between what you have read and what you want to write
- how we can step back from a chapter to see how it works as a whole
- how we sometimes need to develop a critical distance so that we can truly understand how a text works as a whole.

The teaching methodologies used should include modelled, shared and guided work, which provide frequent opportunities to talk with 'little and often' transference into writing. These activities have therefore been designed so that there is plenty of scope for individual, pair and group work, so that the full range of teaching approaches can be used.

Outcomes include a developed understanding of how a chapter works and why the first chapter is important, as well as a creative piece of non-fiction writing.

Objectives which map progression from year 6 to year 7 have been selected from the newly revised Primary Framework, so this resource is 'future proof' – at least for the time being!

Strand	Objective
Speaking	Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas
Group discussion and interaction	Identify and report the main points emerging from discussion
Word structure and spelling	Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns
Understanding and interpreting texts	Read between the lines and find evidence for their interpretation
Understanding and interpreting texts	Identify the ways writers of non-fiction match language and organisation to their intentions
Engaging with and responding to texts	Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response
Creating and shaping texts	Independently write and present a text with the reader and purpose in mind
Creating and shaping texts	Use a range of narrative devices to involve the reader