



Unit Text	<i>Dulce Et Decorum Est</i> by Wilfred Owen
Comprehension Focus(s)	Unit Focus: Imagining
	Core: Vocabulary, retrieval and inferences

Planning	
Select text(s) and analyse for potential	See annotated text / Text Potential grid
Plan key questions/activities inc vocab, literal, inference & focus Plan comprehension sentence stems using vocab related to focus	Book discussion questions: see below Planned questions: see below

Introduction to the text(s)	By end of phase pupils can read the text aloud with basic understanding of the vocabulary and have raised questions/ points of interest
<p>Prior to reading:</p> <ul style="list-style-type: none"> Hook – e.g., use images / film/ drama / experiences, etc Provide contextual information Activate prior knowledge e.g., ‘tuning in’ questions 	<p>Hook → black and white photographs of soldiers trudging, wearing gas masks What’s going on here? Scribe down thoughts and ideas. → Add in words from DEDE around the pictures. What are you thinking? What are you imagining? Why are these words here? Scribe down new thoughts and ideas in a different colour. → Title discussion: What do you think the title of this poem could be? (without hearing actual poem) CI → Provide information about Wilfred Owen, his background and why he wrote his poems.</p>
<p>Use shared, guided, 1:1 & independent reading to model & practise:</p> <ul style="list-style-type: none"> Decoding Vocabulary instruction Initial responses e.g., preferences, experiences, connections Literal retrieval Prediction Children raise ?s/avenues for enquiry Intro ‘big’ questions/ themes 	<p>Share full poem, along with title in translated form. Discuss. What do you like? What do you dislike? Does it remind you of anything? Do you have any questions? Provide a sheet for <i>most</i> children to write down their answers to the above questions, after starting as a class. LAPs to work with a teacher. Create a glossary of ‘war terms’ using the language in the poem. Read the poem, highlight unfamiliar words and discuss – add to word wall with definitions (use in a sentence writing task). Generate synonyms and antonyms (add to word wall). *Use literal retrieval and inference questions to start sessions.</p>

Investigation – deepen understanding	By end of phase, pupils can read text aloud with fluency, understand at deeper level & have been taught comprehension focus(s).
<p>Use shared, guided, 1:1 and independent Reading to:</p> <ul style="list-style-type: none"> Model being a reader line by line (my turn / your turn) Response activities e.g., writing in role, drama, etc 	<p>Read through ‘being a reader’ and discussing with pupils the authorial intent/meaning behind the language for each line. Provide pupils with opportunities to carry out this process with their talk partners. *Pupils to annotate what they’re imagining and the meanings of any unknown words. Drama ideas Pupils to identify key scenes in the poem. Pupils to act out key scenes, using the originally unfamiliar language to support. Order pictures of drama to match the poem, adding in key quotes to explain the pictures. Writing in role and response-writing ideas</p>

	<p>Poem mood – discuss and brainstorm different literary moods. Pupils to draw a face to match the mood, and then reason, using quotes as evidence, as to which one matches the poem.</p> <p>Potential: pupils write diary extract from viewpoint of one of the soldiers.</p>
<ul style="list-style-type: none"> Re-read for fluency & expression 	
<ul style="list-style-type: none"> Teach the comprehension focus(s) 	<p>Teach the concept of imagining and explain how evidence needs to be used in order to back up the images created (links to effect on the reader as often this is the author's intention).</p> <p>Evaluate → 'Before and After' soldier pictures. Which picture is the best representation of the poem? Write down the key words that helped you to make this choice.</p>
<ul style="list-style-type: none"> Summarise - 'Big Picture' / Theme(s) Compare & evaluate using other text(s) 	<p>Summarise → Discuss the big picture/the main theme of the poem, ensuring pupils provide reasons.</p> <p>Compare → Theme of the poem/language used to Lord Kitchener's poster (alongside other propaganda pictures) – appearance vs reality. Why?</p>

Independent understanding	By end of this phase, pupils have mastered the core text & can independently use the core comprehension strategies
<p>Use shared writing to model:</p> <ul style="list-style-type: none"> Answering 'big' question(s), comprehension focus, vocabulary, literal retrieval and inference Practice and apply using guided, 1:1 and independent reading with same or similar text(s) Provide feedback and reflection 	<p>Impression work – teach what an impression is and model how to write an answer. Pupils to repeat independently and receive feedback before trying again.</p> <p>Share-write question – What is the mood of this section of the poem? Explain your answer using quotes from the text.</p> <p>Independent question – repeat same question with a different section of the poem.</p> <p>* Guided group to work with the teacher for support.</p>
<p>Independent application</p> <p>Assess and reflect on the comprehension focus plus vocabulary, literal retrieval and inference</p>	<ol style="list-style-type: none"> Find and copy a synonym for (insert 3 words per text). Find and copy an antonym for (insert 3 words per text). What does the word ... suggest about ... Write down 2 impressions ... What is the mood of the extract? Explain your answer using quotes from the extract. Annotate the text with what you can imagine.