



Unit of Work:

ROFL

Year: 6

Term: 4

(A) Communicate through speaking, listening, reading, writing, viewing and representing				(B) Use language to shape and make meaning according to purpose, audience and context		(C) Think in ways that are imaginative, creative, interpretive and critical	(D) Express themselves and their relationships with others & their world	(E) Learn & reflect on their learning through their study of English
EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN3-2A Composes, edits and presents well-structured and coherent texts	EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	EN3-4A Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	EN3-9E Recognises, reflects on and assesses their strengths as a learner

CONTINUUM CLUSTER 12 - YEAR 6				
Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing	Aspects of Speaking
<ul style="list-style-type: none"> <li>Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning</li> <li>Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. Extended novels and information texts, video documentaries, multimedia and performance texts, graphic material</li> <li>Reads more demanding subject texts that have increasing levels of technicality and abstraction</li> <li>Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy</li> <li>Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts</li> </ul>	<ul style="list-style-type: none"> <li>Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence</li> <li>Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations</li> <li>Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented</li> <li>Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented</li> <li>Interprets texts by identifying and discussing multiple purposes with the same text</li> <li>Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic</li> <li>Analyses texts to compare how language structures and features are used to position readers and viewers</li> <li>Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Uses new words for known concepts e.g. blissful for happy</li> <li>Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics</li> <li>Accurately uses the vocabulary associated with digital technology and electronic texts</li> <li>Draws on knowledge of word origins to work out meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Writes sustained texts for a wide range of purposes</li> <li>Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience</li> <li>Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation</li> <li>Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others</li> <li>Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience</li> <li>Makes sentence level choices (e.g. short sentences to built tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses</li> <li>Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses</li> <li>Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables</li> <li>Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact</li> </ul>	<ul style="list-style-type: none"> <li>Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide justification</li> <li>Analyses, synthesises and evaluates the views and reasons put forward by others</li> <li>Plans, rehearses and makes adjustments to oral presentations for specific purposes and audiences</li> <li>Refines and expands active listening strategies to include challenging others' ideas, providing feedback and support for others</li> <li>Listens attentively to more lengthy and challenging spoken and multimodal texts to gather and evaluate key information</li> </ul>

**Unit: R.O.F.L.**

Wk	Learning Activities	Resources	Assessment
1	<p><b><u>Introduction</u></b>            What is funny? What makes us laugh? Brainstorm for ideas. Create a mind-map which can be used as assessment for learning.            Is it the same for children and adults? Men and women? Different cultures? Why or why not?            Teach note-taking' and how to look for VIPs (very important points)            What are some different kinds of comedy or humour? Add these to your mindmaps. Look at some different types of comedy using the PowerPoint presentation.            (sarcasm, slapstick; satire/spoof; black comedy; cringe comedy; insult comedy; mockumentary; musical; observational; surreal; wordplay; use of children/animals)            Children take notes while they watch as they will use these notes later in the unit for writing an essay on the topic of 'Comedy'.            What aspects of comedy are not suitable to discuss at school? (ribald, racist, sexist etc) Students need to understand why this is unsuitable and will not be tolerated.</p> <p>Tell a joke to the class. Explain that each week students will be asked to stand up and present a joke to the class and that they should start looking around for suitable material. Discuss what is unsuitable (coarse, sexist, racist etc.) Each student should be asked to present 2 jokes over the course of the unit . After the first joke, students will self-assess, and their second joke will be peer assessed.</p>	<p>PowerPoint presentation            Slides Nos. 1-25</p> <p>Send home permission notes for students to watch Galaxy Quest later in the term</p> <p>Students start bringing in samples of their own, of what makes them laugh (comics etc). Note: ensure only suitable material is brought in</p> <p>PowerPoint Slide No.26</p>	<p><u>Assessment for Learning</u>            Use group produced mind-maps to assess students' existing understanding of the topic</p> <p><u>Assessment of/as Learning</u>            Joke self/peer assessment</p>
2	<p><b><u>Picture Book</u></b>            Read the picture book 'Parts' by Tedd Arnold and discuss the comedic aspects. Is the comedy implied or literal?            Discuss what inferred vs implied vs literal means in this instance.            Students complete a response sheet to the book which includes inferential comprehension and a creative response.</p> <p>Watch/listen to a recorded debate and examine the different sections and roles.            Refer back to work done earlier on Expositions, on how a point is made. Revise opening sentence (keep it short and to the point), longer explanatory sentence, support in the third sentence using statistics or examples, then a final sentence summarising what you have said. Compare this to what you see in the debate.            Brainstorm points or main ideas about why we should and should not have more fun and laughter at school.            Give each student one of the points to write a full paragraph about.            Watch a rebuttal and look at the structure they take.            Have students read out their point one at a time, and allocate another student to write a rebuttal of that point as they are listening and video this.            Choose a mixture of students and put a whole debate together using what they have written.            Video the whole thing.</p> <p>Joke telling.</p>	<p>'Parts' picture book by Tedd Arnold. PowerPoint Slide No. 27</p> <p>PowerPoints 28-30 (recorded radio debate)</p> <p>Video camera</p> <p>Self assessment sheet</p>	<p><u>Assessment of Learning</u>            Response to 'Parts'</p> <p><u>Assessment for Learning</u>            Student responses during questions and discussions</p> <p><u>Assessment of Learning</u>            Video of students reading their part of the debate.</p>

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3	<p><b>Short Film</b>            Look at the PIXAR film, 'Lifted'. Watch once for enjoyment then give out the question sheet and watch it again, allowing students to complete their responses to the film. What aspects of humour do you see? How does the music, lighting and camera angles add to the film's effectiveness? What do you notice about the colours used.            Students complete a response sheet to the book which includes inferential comprehension, aspects of cinematography and a creative response.</p>	<p>PowerPoint Slide No. 31</p> <p>Activity sheet about "Lifted"</p>	<p><u>Assessment of Learning</u>            Short film activity sheet</p>
4	<p><b>Political Satire</b>            Look at some examples of satirical cartoons from a variety of newspapers.            What is the point being made in each cartoon?            What devices does the creator use to get their message across? (caricature; quotations; puns; sarcasm etc.)</p> <p>Students bring in an example of their own of political satire and complete an activity sheet about it.</p> <p>Give out the choice for students to work on independently throughout the rest of the term.            Students can choose from the following: a comedic picture book; short story; comic; playscript from a film or original; animation; political satire; song; mockumentary playscript. Give them a copy of the marking matrix so they know what is expected.</p> <p>Joke telling.</p>	<p>PowerPoint Slide Nos. 32-41</p> <p>Satire activity sheet</p> <p>Assignment sheet plus marking matrix</p> <p>Assessment sheet for joke</p>	<p><u>Assessment of Learning</u>            Satire activity sheet</p> <p><u>Assessment as Learning</u>            Joke assessment sheet</p>
6	<p><b>Websites/Memes/Advertisements</b></p> <p>Look at the website about evaluating websites and go over how we evaluate a website.            Look at a variety of websites (as linked to PowerPoint) and discuss them as a whole class. LOL cats, memes, funny kids sites.            What type of comedy do they represent? What do you think the audience would be for each website? What devices do the creators use to connect with their audience?            Students choose one of the sites and complete a review of it.</p> <p>Students continue with their personal composition.</p> <p>Joke telling.</p>	<p>PowerPoint Slide No. 42-45</p> <p>Write a website review of your own, using your own format.</p> <p>Assessment sheet for joke</p>	<p><u>Assessment of Learning</u>            Review sheet</p> <p><u>Assessment as Learning</u>            Joke assessment sheet</p>

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6	<p><b>Film: Galaxy Quest</b>  Students will need parent permission to watch this film.  Students take notes as they watch it for the first time, looking for the different styles of comedy apparent (slapstick, black, sarcasm, etc.)  What are the themes behind the film?  Discuss the lighting, music, camera angles etc. What part did they play in helping the viewers connect with the film? How did the director manipulate the viewers? How did some of the visual images shape meaning? (rock monster for e.g.) Could anything have been changed to make it better?  What points do you think the composer was trying to make with this film?  What evidence is there to show that they were successful making this/these points?  Students complete an analytical and creative response to the film and write a film review of a humorous film they have enjoyed. (not beyond PG)</p> <p>Students continue with their personal composition.</p>	<p>Film: Galaxy Quest  PowerPoint Slide Nos. 46-48</p> <p>Website about filming techniques</p> <p>Response sheet</p>	<p><b>Assessment of Learning</b>  Response sheet  Film Review</p>
7 and 8	<p><b>Essay Writing</b> (in preparation for High School)  What is an essay? How is it different to an information report or exposition?  Look at some examples and go through them, breaking them down into parts.  Look at website about writing essays.  As a whole class, write an essay together on a chosen topic using a scaffold.</p> <p>In pairs write a short essay on an agreed topic using a scaffold.</p> <p>Individually write an essay on the topic of "Comedy". Use the notes they took at the start of the term, and any other information they have found over the course of the unit. Use a scaffold to plan then complete a final copy after self-editing in another colour</p>	<p>PowerPoint Slide Nos. 49-59</p> <p>Scaffold for essay writing</p> <p>Matrix for Essay Writing</p>	<p><b>Assessment for Learning</b>  Paragraph by paragraph  individual assessments</p> <p><b>Assessment of Learning</b>  Assessment of final essay</p>
9 and 10	<p>Publish the final copy of the essay.</p> <p>Present the individual student responses students have been working on all term to the class and assess. Film students presenting these to the class.</p> <p>Conclusion</p>	<p>PowerPoint No. 60</p>	<p>Individual presentations</p> <p><b>Assessment as Learning</b>  Filming of presentations</p>

## Joke Telling

Your joke should be a suitable one i.e. suited to the audience and with no rude, racist or sexist content.

You will be asked to self assess your presentation and your peers will also assess your performance on the following criteria:

Suitability of material for the audience	/10
Confidence and body language	/10
Appropriate pauses	/10
Appropriate expression	/10
Strong volume	/10
Clarity	/10
Inclusive eye contact around the room	/10
Gestures and stance	/10
Humour of content	/10
Overall entertainment value	/10
TOTAL	/100

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Overall entertainment value	/10
TOTAL	/100

# Comedic Presentation

Over the rest of the term, you are to produce a comedic work that you will present to the class.

You can choose one from the following:

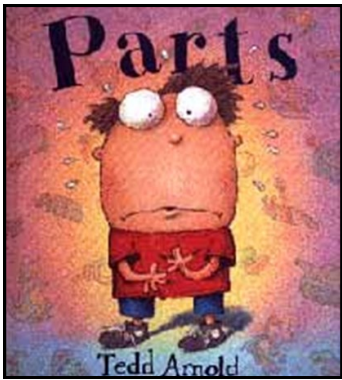
- humorous picture book
- funny short story
- comic (traditional graphic style or using an app such as Comic Life)
- playscript from a serious film (spoof)
- political satire
- song
- mockumentary



# Comedic Presentation

Your work will be assessed using the following matrix

<b>Did not Achieve</b> Stony Faced	<b>Low</b> Meh	<b>Good</b> )	<b>High</b> LOL	<b>Exceptional</b> ROFL
Did not finish at all	Did not finish on time—late	Finished on time and ready to present	Finished with time to spare for rehearsals	Superbly ready to present
Finished product was of a poor quality	Finished product was not polished	Finished product was of a good quality	Finished product was of a very high quality	Finished product was of exceptional quality
Didn't use comedic elements	Showed one style of comedy	Showed some comedic elements	Showed a good variety of comedic elements	Showed a wide variety of comedic elements
No sophisticated or subtle use of language	Not much sophisticated and subtle use of language	Some sophisticated and subtle use of language	Very sophisticated and subtle use of language	Highly sophisticated and subtle use of language
Did not use any visual support	Greater use of visual support was needed	Visuals used effectively	Visuals supported and clarified meaning	Exceptional visuals used to deepen meaning
What is manipulating/positioning?	Did not position or manipulate the audience	Some positioning or manipulating of the audience	Positioned/manipulated the audience very well	We were puffy in their hands!
Relyed on other person to do most of work	Did less than their fair share of work	Did fair share of work	Did more than their fair share of work	Did most or all of the work
Did not present work to class	Presented work to class nervously	Presented work to class confidently	Presented work to class very confidently	Presented work to class extremely confidently
Class was neither entertained nor amused	Class was slightly entertained and amused	Class was entertained and amused	Class was very entertained and amused	Class was highly entertained and amused



# Parts

by Tedd Arnold

What is the boy's explanation for each new  
dismaying finding?

hair .....

fuzz .....

skin ..... snot .....

tooth ..... What is he afraid of? .....

What is inferred about his parents .....

What two things lead you to believe this? .....

Look at the front cover, what does Tedd Arnold do to make this funny?

1 .....

2 .....

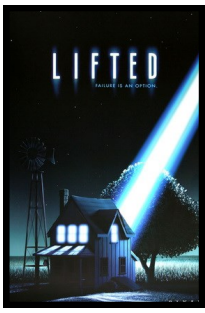
3 .....

Why are two types of comedy used by the writer to connect with the  
reader/viewer?

1.....

2 .....

Draw your own version of the boy in the book  
finding one of his worrying things



# Lifted

Directed by Gary Rydstrom—PIXAR Films

Summarise the plot in a single sentence?.....

Describe the part music plays in the film .....

What did the camera angles add to the film?.....

How was colour used to produce certain effects? .....

What sort of humour was used to connect the audience? .....

Why do you think there was no dialogue? .....

At what point in the film was pathos used to manipulate the viewer?

How did the composer get the audience to identify with the main character?.....

What was the theme of the film?.....

Draw a different ending for this film



Satirical Political Cartoon

stick copy here

Cartoon from .....

Date ..... Cartoonist .....

The point that is being made is

.....  
.....  
.....

Satirical Political Cartoon

stick copy here

Cartoon from .....

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The point that is being made is

.....  
.....  
.....

Points to include

## Essay Writing Scaffold

- An introductory sentence or two related directly to the question.
- A definition or explanation of a key term.
- A clear statement of the focus of the essay
- Sentences that give a clear idea of what the essay will be about (content) and the direction (scope) the essay will take.

### Introduction

#### First Paragraph or Point

- Each paragraph should link with the previous paragraph and may include:
- A topic sentence: a statement of the main idea of the paragraph.

#### Second Paragraph or Point

- Explanation or supporting evidence.
- Application of ideas to a scenario or through the use of an example.
- Your discussion of, comment on and evaluation of these ideas.
- A concluding sentence that brings the paragraph to a close.

#### Third Paragraph or Point

- A brief summary of the main ideas presented in the essay.
- Confirmation of the main idea (thesis) included in the introduction.
- Final evaluative comments on the importance of the arguments.
- Comments on the ongoing significance of the topic

#### Conclusion



# Galaxy Quest

Directed by Dean Parisot

Starring Tim Allen, Sigourney Weaver, Alan Rickman

Where in the film is each of these shown? Give specific examples of each.

black humour .....

slapstick humour .....

visual comedy .....

sarcasm .....

bathos / pathos .....

How does the writer position the viewer to change the way they feel about the main character? .....

Comment on each of the following:

special effects .....

lighting .....

camera angles .....

music .....

What is the intended message from the portrayal of Sigourney Weaver's character?

What would you say the intended theme/s of the film is/are?

Dear Parents,  
Students are going to be studying different forms of comedy this term in an English unit written from the new English Syllabus titled R.O.F.L. We will be reading and viewing a range of multi-media texts including picture books, short films, films websites and multimedia presentations. Part of this will be the study of the film 'Galaxy Quest' which is rated PG. In the last week of term students would also like to watch 'Monty Python and the Holy Grail' which is also rated P.G. Please indicate on the form below, whether you consent to your child watching these movies. If you do not wish them to watch, they will be doing other activities in another room instead and I will ensure they don't feel they have missed out on anything. Further details of the unit of work are on our class Weebly along with

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**Film Permission**

I give permission for my child ..... to  
watch the films 'Galaxy Quest' and 'Monty Python and the  
Holy Grail' which are rated PG.

Signed ..... Date .....

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