

## Differentiation strategies – Secondary English example

Lesson component	Description
<b>Differentiation element(s)</b>	<b>Content, Process and Product</b>
<b>Stage</b>	Stage 4: Novel Study: Characterisation
<b>Subject</b>	English
<b>Outcomes</b>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C.</li> </ul>
<b>Content statement</b>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness</li> <li>engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts.</li> </ul>
<b>Purpose of lesson</b>	To respond to a text by creating an original representation of a character and to reflect on the influence of context.
<b>Strategy(ies)</b>	<p><b>Core strategies</b> Students will:</p> <ul style="list-style-type: none"> <li>create a Character box from the novel study around a central idea.</li> <li>choose a character and develop a detailed character profile considering the five elements of characterisation: appearance, thoughts/feelings, actions/behaviours, relationships and motives.</li> <li>represent each element of the character using an object, image or audio. This may include literal or metaphorical representation.</li> <li>choose a quote from the text as evidence to support each element.</li> <li>present their Character box (which may also be a representation) to peers. This may be in the form of a short oral, digital or multimodal presentation.</li> </ul> <p><b>Differentiation strategies</b></p> <ul style="list-style-type: none"> <li>Ensure students have access to novels, picture books, film, poetry, graphic novels at different levels of language complexity.</li> <li>Students choose a character from a novel of their own selection around a central idea.</li> <li>Introduce and encourage the use of metalanguage and metaphor to represent elements of characterisation.</li> </ul> <p><b>Student reflection</b></p> <ul style="list-style-type: none"> <li>How is my representation different to my peers and why?</li> <li>How has my context influenced my response to the characters?</li> <li>What has this activity taught me about the way that character is developed in literature?</li> </ul>
<b>Resources</b>	Chosen or self-selected text.