



# *Floodland* by Marcus Sedgwick

Key theme: Dictatorship

Tier 2 words: contentious, hostile, conflicting, tendency, adversely, dominant

Key vocabulary: oar, row, compass, mob, cathedral – display pictures in classroom

1. To explore the key theme of text.
2. To explore new vocabulary in a text
3. To identify features of a discussion text
4. To maintain a formal impersonal tone
5. To build cohesion
6. To use conjunctive adverbs

8 & 9. To write a discussion

9. To build cohesion
10. To use adverbs
11. To plan a discussion text

12 & 13. To write a discussion

SC:  
Formal impersonal tone  
Use conjunctive adverbs  
Build cohesion

SC:  
Formal impersonal tone  
Use conjunctive adverbs  
Build cohesion  
Use adverbs of frequency

1. Key theme: Dictatorship
2. Tier 2 words: contentious, hostile, conflicting, triggered, seldom,
3. Discuss persuasive writing such as adverts and ask how a discussion is different from an argument. A discussion thoughtfully explores both sides of the topic. Read model: Does Zoe make good decisions? Show use of impersonal, objective voice. Maggie words and phrases.
4. Link discussion text to newspapers/non-fiction and how they must use the third person and remain impersonal so the reader trusts/believes them. Contrast a passionate outburst with a level and thoughtful formal paragraph on the IWB and ask pupils which they felt was the most expert-like. Recap the third person. Model identifying personal pronouns and changing to impersonal and identifying informal language and find formal synonyms e.g. got caught => was captured, was detained, found out => discovered. Model how to remove contractions - recap apostrophe use and what was replaced. Learners convert an overly informal personal/passionate discussion text. They rewrite a paragraph (or whole text for GD) identifying and modifying anything that isn't third person, formal and impersonal.
5. Introduce plan for the text pupils will write next week. Is Dooby a good leader? Explain the two paragraphs and how good and bad points about Dooby can be put in them. As a class sort a couple of points – CT to model and explain thought processes. Then write a linked sentence to go with each point using a synonym e.g. Dooby uses violence too often to control others. This use of force means his people fear him and do not share information with him, if they are concerned it will upset him. Turning the object from the previous sentence into the subject to create cohesion e.g. Dooby is an excellent leader because he rations food sensibly. Therefore, supplies do not dwindle on the island.
6. Pupils recap therefore (so) and however (but) which they've used before to replace so/but. Get pupils to verbally rehearse using them in sentences about anything. Teach that they join two independent clauses (which can stand alone). Model use of semi colons to join them before the conjunctive adverb and a comma after the adverb. Show that both sentences are main clauses which make sense on their own. Teach the meanings for: Nevertheless, nonetheless, otherwise, likewise and consequently. Give learners a copy of the basic structure for their discussion text. Learners then draft one of the paragraphs, focusing on conjunctive adverbs. Model write.
7. Model live writing in present tense
8. Model live writing in present tense
9. Introduce the week's title: **Should playtimes be longer?** Explore reasons for and against. What do we mean by 'expand'? Look at examples where a point has been given, but no explanation is given. Partner talk activity: match the points to their expanded explanations. Then practise writing linked sentences for points which haven't been expanded. Recap cohesion work from lesson 5.
10. Focus on adverbs to modify verbs e.g. actually, adversely, completely, entirely
11. Re-visit discussion point for this week. As a class, come up with discussion points for reasons for and against. Recap formality. Learners plan their discussion text, including a box on conjunctive adverbs!
12. Model live writing
13. Continue write

## Model to share at start of week

### Does Zoe make good decisions?

SC:

Formal, impersonal tone

Use conjunctive adverbs -

moreover, nevertheless,

however, otherwise,

therefore, likewise, and consequentially

ntly

Build Cohesion

Throughout the first chapter of Floodland, Zoe makes many important decisions. There are various conflicting opinions about the choices she makes. This text will focus on three key judgements that she takes and consider the impact of each of them. The three decisions that will be discussed in detail are: using the boat, acting alone and leaving the island. There is no doubt that Zoe has difficult choices to make in a hostile environment.

The first decision to be explored is that she used the boat. Supporters argue that this was the best decision Zoe made because the boat was her route off the island; however, critics point out that she had never rowed at sea before. This meant Zoe puts herself at unnecessary risk of drowning in the ocean. An additional point is that she fixed the boat and moved it closer to the water in preparation for her escape. Although she moved the boat at night, she left marks in the grass, which alerted the aggressive crowd to her potential escape. Critics state that this drew attention towards Zoe and she would have been safer staying away from the boat.

The second choice to be examined is that Zoe decided to be alone. Her parents are no longer with her; consequently she made a rule to never trust anyone. Research suggests that in challenging environments, which Zoe is experiencing, people frequently become dangerous when they would not otherwise behave in that way. This supports her decision to be alone because she was chased by a violent mob; moreover the island was descending into chaos. On the other hand, Zoe does cry when she leaves Natasha, which shows that she does want companionship. Natasha helped her to stop cracking up and was the closest Zoe had to a friend on the island. In addition to this, if Zoe had taken Natasha, she would have been able to help move the boat, which was heavy. Zoe didn't take Natasha with her; therefore, she had to row alone at sea. It is a fact that people seldom survive alone at sea.

The final point to consider is Zoe's decision to leave the island. Supporters of Zoe's choices point out that the island was unsafe (she was being chased by a mob) and her building was deteriorating; therefore, it is safer to travel to the mainland. There is no doubt that she needed to leave; otherwise, the mob could have become more volatile. An alternative viewpoint is that she doesn't know where she is going or even the name of the place. In addition to this, she dropped her bag as she was being chased so she won't have many supplies to survive at sea alone.

In conclusion, Zoe has been consistently forced to make many difficult and challenging decisions. Everyone must agree that she is struggling to survive in hostile surroundings. Whoever you agree with, there is much evidence to support viewpoints. Having considered all the arguments, Zoe's choices have helped her to stay alive and escape a dangerous situation. Although she has no company and her future is unclear, she has managed to remain safe enough so far; therefore on balance she makes good decisions.

### Is Dooby a good leader?

SC:

Formal impersonal tone

Use conjunctive adverbs -

moreover, nevertheless,

however, otherwise,

therefore, likewise, and consequentially

ntly

Build cohesion

There are conflicting opinions about whether Dooby is a good leader or not. Some claim that he is a violent dictator, who can only control islanders through force; however, others argue that he is a powerful governor who ensures survival for his followers. This text will dig deeper into his leadership of Eel's island.

Firstly, Dooby likes to solve issues with violence. He uses his aggression to make sure that people obey him and he has a tendency to threaten people if they do not listen to him; therefore, others do what he says. (For example, Spat does not hurt Zoe, and all the girls follow her because he instructs them to do so). There is clearly something about his personality that makes people follow his commands; consequently, it is unlikely that anyone will betray him and try to overpower him. Supporters also argue that because of his violence, nobody tries to invade the island. This is due to the fact that the news has spread to other islands that he will severely punish anyone who does. Moreover, in the rare case that a tribe does try to invade, he quickly overpowers them using physical force.

On the other hand, critics say that leaders should be kind and compassionate, not intimidating. This is because they should listen to other people's ideas and suggestions. Some people in Dooby's inner circle do not share information with him because they are worried about how he will react. Consequently, sometimes he does not discover important information until it is too late; moreover, he does not trust his followers because he suspects that they are not completely honest with him.

Plan:

P1: Introduce topic – present tense

P2: Reasons for his violence being good

P3: Reasons for his violence being bad

Need synonym word bank:

Violence – aggression, dominance, physical force, combativeness, hostility, cruelty, brutality

Leadership – authority, control, management, dictatorship, organisation, governance

Argue/say/claim/suggest/

Critics, opponents

Supporters

### Should playtimes be longer?

The length of school playtimes has always been a contentious subject. This discussion text will consider whether the benefits of longer playtimes outweigh the costs.

Supporters of longer playtimes argue that the health benefits of fresh air and exercise **completely** outweigh the costs of missed schoolwork. They say that exercise is important to maintain a healthy body and keeping children healthy should be a priority. In addition, they say that children learn more through play which is self-directed and aligned to their interests than through sitting at desks, listening to teachers; **therefore**, if playtimes were longer, pupils would **actually** become cleverer, as they would have more time to explore what they are interested in. **Furthermore**, people argue that play helps children to develop important characteristics such as empathy and kindness, which cannot be easily taught; **consequently**, schools which allocate more time to play, develop more well-rounded children.

**However**, many teachers feel that there is already too much to fit into the school day. They argue that all lessons are important; **therefore**, it would be difficult to reduce the time spent on one subject to allow for more time outside. Also, when the weather is poor, children would not want to be outside for long periods of time as this could **adversely** affect their health.

SC:

Formal impersonal tone

Use conjunctive adverbs -

moreover, nevertheless,

however, otherwise,

therefore, likewise, and consequ-

ently

Build cohesion

Use adverbs