

SENSE AND SENSIBILITY

JANE AUSTEN

YEAR 5/6 READING STUDY
CLASSIC LITERATURE
RANGE: FICTION – CLASSIC TEXTS

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based on the *Real Reads* retelling of *Sense and Sensibility*
written by Gill Tavner and illustrated by Ann Kronheimer



www.realreads.co.uk

1 Sense and Sensibility Jane Austen

Focus

- ◆ Introducing text and main characters.
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LEARNING OBJECTIVES

- To retrieve, select and describe information, events or ideas.
- To deduce, infer and interpret information, events or ideas.
- To explain and comment on Austen's use of language, including vocabulary, grammatical and literary features.

TEACHING AND LEARNING ACTIVITIES

- 1 Introduce the children to Jane Austen and her works. Introduce *Sense and Sensibility*.
- 2 Pages 4 and 5. Look at the main characters from the story. Discuss different personalities and draw a web map – showing a brief description of each character. Draw chains to link characters together (use pages 4 and 5 for information).

RESOURCES

- READING STUDY FOLDERS.
- PAPER FOR WEB MAP.
- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Through class discussion.

DIFFERENTIATION

- Differentiation through outcome.
- To use different levels of questioning in discussion to give children of all abilities the chance to join in.

2 Sense and Sensibility Jane Austen

Focus

- ◆ **Elinor and Marianne – comparing the sisters.**
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LEARNING OBJECTIVES

- To retrieve, select and describe information, events or ideas.
- To deduce, infer and interpret information, events or ideas.

TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 7–10.
- 2 Draw a bubble map (to be extended throughout the study) showing words to describe initial impression of Elinor's character/personality.
- 3 Draw a bubble map (to be extended throughout the study) showing words to describe initial impression of Marianne's character and personality.
- 4 Compare and contrast bubble maps to explore the similarities and differences between the sisters. Discussion.
- 5 Read to page 13.

RESOURCES

- A3 PAPER (× 2) FOR BUBBLE MAPS.
- TEXT – *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Through ideas shown on bubble maps.

DIFFERENTIATION

- Differentiation through outcome
- To use different levels of questioning in discussion to give children of all abilities the chance to join in.

3 Sense and Sensibility Jane Austen

Focus

◆ Meet Willoughby – letter writing.

LEARNING OBJECTIVES

- To write independently and creatively for purpose, pleasure and learning.
- To make stylistic choices, including vocabulary, literary features and viewpoint or voices.
- To use and adapt a range of forms, suited to different purposes and readers.

TEACHING AND LEARNING ACTIVITIES

- 1 Read to bottom of page 18.
- 2 Add additional information/ideas to bubble maps for Elinor and Marianne.
- 3 What are your first impressions of Willoughby?
- 4 Read to page 21.
- 5 Letter writing – Willoughby has no plans to return. Pupils imagine they are Marianne. They write a letter to Willoughby requesting him to stay. What would she say? What questions might she ask him?
- 6 Share letters with class.

RESOURCES

- BUBBLE MAPS FOR ELINOR AND MARIANNE.
- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Interpretation and understanding of Willoughby's character and Marianne's emotions through contents of letter writing.

DIFFERENTIATION

- Through understanding of Marianne and Willoughby's character through letter writing.

4 Sense and Sensibility Jane Austen

Focus

◆ Elinor and Edward – diary extract.

LEARNING OBJECTIVES

- To make stylistic choices, including vocabulary, literary features and viewpoint or voices.
- To use and adapt a range of forms, suited to different purposes and readers.

TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 22 to 27 (at page 25 look at Edward's symbolic description of the trees. Who do these trees represent?).
- 2 Discuss Elinor and Edward's behaviour towards each other that day and vice versa. Why is the ring significant?
- 3 Diary extract – Pupils imagine they are Elinor. They write a diary extract about the day, commenting on Edward's behaviour and the ring. What are her feelings?
- 4 Listen to extracts.

RESOURCES

- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Understanding of text through discussion on the significance of the ring.
- Ability to deduce, infer and interpret information, events or ideas.

DIFFERENTIATION

- Through content of diary extracts.

5 Sense and Sensibility Jane Austen

Focus

◆ **Lucy Steel – drama – role on the wall and thought tracking.**

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LEARNING OBJECTIVES

- To deduce, infer and interpret information, events or ideas.
- To use dramatic techniques, such as Role on the Wall and Thought Tracking to share and explore ideas.

TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 28 and 29.
- 2 Discuss words that could be used to describe Lucy Steel. As a class complete a role on the wall for Lucy (inside the outline of Lucy write down all the words that describe Lucy. Outside the outline write down any questions you would ask her if you could).
- 3 Pupils copy 'role on the wall' in books.
- 4 Read pages 30 and 31. Add any more characteristics of Lucy into the 'role on the wall.'
- 5 Thought tracking – Pupils imagine they are Elinor. What are you feeling? What are you thinking? Tap children on shoulder and get them to say their thoughts out loud. Summarise the general feelings of children.

RESOURCES

- BIG SHEET OF PAPER FOR 'ROLE ON WALL'.
- WORKBOOKS.
- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- To achieve learning objective.
- To participate in conversations, making appropriate contributions building on others' suggestions and responses.

DIFFERENTIATION

- Through 'thought tracking.'
- Through contribution of ideas for 'role on the wall.'
- Encourage children to develop ideas further through questioning.

6 Sense and Sensibility Jane Austen

Focus

◆ Marianne and Willoughby – letter writing and drama.

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LEARNING OBJECTIVES

- To participate in conversations, making appropriate contributions building on others' suggestions and responses.
- To use and adapt a range of forms, suited to different purposes and readers.
- To create, share and evaluate ideas and understanding through drama.

TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 32 to the end of 34.
- 2 Why does Elinor feel Lucy is not suitable for Edward? Discuss.
- 3 Read to the end of page 35.
- 4 Letter writing – pupils imagine they are Marianne. Write the letter to Willoughby. What would she ask him? Share ideas before starting to write the letter.
- 5 Listen to examples.
- 6 Read pages 35 to 39.
- 7 Drama – re-enact the 'ball scene' between Willoughby/Marianne/Elinor and Young Lady. Think how they would all react – both through words and actions.

RESOURCES

- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Drama interpretations of story.
- Ability to make stylistic choices, including vocabulary, literary features and viewpoint or voices.

DIFFERENTIATION

- Drama interpretations of story – complexity displayed.

7 Sense and Sensibility Jane Austen

Focus

◆ Willoughby and Colonel Brandon – writing an advertisement.

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LEARNING OBJECTIVES

- To make stylistic choices, including vocabulary, literary features and viewpoint or voices.
- To use and adapt a range of forms, suited to different purposes and readers.

TEACHING AND LEARNING ACTIVITIES

- 1 Read pages 40 and 41.
- 2 Complete more information on bubble maps for Elinor and Marianne – including their feelings towards new characters.
- 3 Read pages 42 to 44 (discuss, as appropriate, how the true character of Willoughby is exposed).
- 4 Read pages 45 to 49.
- 5 Write an advertisement – Pupils create dating adverts for a magazine. They write an advert describing Willoughby and then another describing Colonel Brandon. Discuss language used (perhaps use examples?). Think about their hobbies/personality/likes/dislikes.
- 6 Compare and contrast adverts.

RESOURCES

- EXAMPLES OF DATING ADVERTS FROM MODERN PAPER/MAGAZINE.
- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Achievement of learning objectives.

DIFFERENTIATION

- Teacher to rotate around class and make appropriate contributions building on children's ideas.

8 Sense and Sensibility Jane Austen

Focus

◆ **Conclusion – how the characters have developed – comprehension.**

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LEARNING OBJECTIVES

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TEACHING AND LEARNING ACTIVITIES

- 1 Read page 50 – Why did Lucy marry Robert?
- 2 Read pages 51 and 52 – Why will Edward's mother not approve of his marrying Elinor?
- 3 Read page 52 to end – How has Marianne grown up? Discuss.
- 4 Read pages 55–58 'Filling in the Spaces.'
- 5 Comprehension – pages 62–64 'Food for Thought.' Answer comprehension questions on Starting Points and Themes.

RESOURCES

- TEXT – REAL READS *SENSE AND SENSIBILITY*.

ASSESSMENT OPPORTUNITIES

- Completion of comprehension.

DIFFERENTIATION

- Teacher to provide support/guidance for those children struggling with comprehension questions.

EXTENSION ACTIVITIES

- Watch 'Sense and Sensibility' film (age appropriate).
- Design tickets and costumes for the Ball.
- Real Reads website (www.realreads.co.uk) – have a go at the online quiz.

CROSS-CURRICULAR LINKS

- ART/DESIGN TECHNOLOGY – Design costumes, set design, props etc for the Ball
- PE/DANCE – Devise movements and sequences for the Ball Scene
- HISTORY – Discuss class divisions and women's roles in society in the Regency period.