



The Whitby Witches Scheme of Work – 1 week

Notes:

This scheme of work covers the first four chapters of *The Whitby Witches* by Robin Jarvis. The sheets and worksheets are available to download along with discussion questions to be used in Guided Reading sessions.

Week 1 Lesson 1

LO: To use information from a text to draw a setting

Read the first chapter “Difficult Cases” as a class, checking for understanding as you go. The town of Whitby is a character within the novel – arguably the main character. Pages 13 to 20 describe in detail Ben and Jennet being lead through Whitby for the first time. Ask pupils to highlight any passages or phrases that tell us more about the town e.g. *“A jumble of buildings with roofs of terracotta tiles, nestling snugly alongside each other like a queue of nervous bathers waiting for someone to take the first leap into the water.”*

Collate all the descriptive phrases and passages as a class and explain that today we are going to use this information to create an illustration of Whitby. Provide pupils with the materials they need e.g. watercolours and colouring pencils, and model how to sketch out the outline before adding details and colour. Ask children to think carefully about the colours they choose (do they know what ‘terracotta tiles’ look like for example?)

Plenary:

Once the paintings/drawings are dry/complete the pupils are to write the descriptive passages from the book on top of their painting or picture.

Week 1 Lesson 2

LO: To write a letter

Read the second chapter “Eurydice” as a class, checking for understanding as you go. In this chapter, we learn that Mrs Rodice wrote a letter to Miss Boston (pg. 29 & 30.) A ‘nasty, spiteful letter it was too.’ Ask:

- Given what we learn about Ben in this chapter, what might have Mrs Rodice’s letter said?
- What advice might she have given Miss Boston?
- What might the tone of her letter have been? (Cautionary? Funny? Advisory?)

SHARED WRITING – as a class generate ideas for the content of Mrs Rodice’s letter and start writing one together. Model the correct way to open a letter and consider the sort of vocabulary Mrs Rodice might use to talk about Ben. Remind pupils that we are writing as a character in the first person.

Send pupils to tables to write their own letter from Mrs Rodice to Miss Boston. (You may wish to provide some pupils with the template available for download.)

Plenary:

Return to the first chapter and recap on the description of Mrs Rodice. We know she has “sullen lips” and “small, irregular teeth.” What do we imagine her voice to be like? Ask the class to read their letter to their partner as if they were Mrs Rodice.

Week 1 Lesson 3

LO: To imagine two different viewpoints

Show the viewpoints grid (Lesson 3 worksheet, Ben vs. Jennet which is available to download) and model how to complete it as you read. Make sure all pupils understand what different viewpoints mean— then read the third chapter, “The Ladies’ Circle” checking for understanding as you go. Pause after pages 60, 68 and 74 to recap on the events and ask:

- What is Ben thinking/feeling?
- What is Jennet thinking/feeling?
- How are Ben and Jennet’s points of view different at this stage in chapter?

Make sure pupils have plenty of time to add notes from the discussion to their viewpoints grid. Encourage them to write as Ben/Jennet in the first person e.g. “I am feeling _____” as this will make it easier when they come to write their diary entries tomorrow.

Plenary:

Pupils to compare grids with their partner. Having seen their partners work is there anything pupils want to add or change about their work?

Week 1 Lesson 4

LO: To write from two different viewpoints.

Today we’re going to continue from our work yesterday and write two short diary entries. First as Ben and next as Jennet. Recap on the other sorts of diary the class have read or written. As a class recap the key features of a diary entry:

- Written in the first person
- Includes private thoughts and feelings
- Often covers events in chronological order (but not always)

Ask pupils to look again at the viewpoint grids they completed yesterday and recap on the key events.

SHARED WRITING: Model writing a short extract from both Ben and Jennet’s diaries – *how will they be different? How will I change my vocabulary to make it clear to the reader these entries are from two different characters?* Write the first few lines of each diary together, taking ideas from the class before sending pupils to tables to create their own. Challenge pupils to write mirroring diary entries: both covering the same events but with different feelings and thoughts. Provide pupil with the diary entry template (available for download.)

Plenary:

Post-It Prediction: How will Ben and Jennet react to what happened during the Ladies’ Circle meeting? Write down your predictions on a post-it.

Week 1 Lesson 5

LO: To find clues in the text about a character

Read the fourth chapter, “The Aufwader” and check for understanding as you go. In this chapter we meet an important new character, Nelda. *What do we find out about her in this chapter?* Explain the terms “skimming and scanning.” These are useful techniques for finding information in a text. Ask pupils to skim the chapter to find information about Nelda’s family/appearance/life story. What questions are we left asking about Nelda and the Aufwaders? As a class discuss what this chapter tells us and the questions it leaves us asking. Jot down ideas on the board as children suggest them.

Pupils to complete the character profile grid for Nelda, including a sketch of what they think she looks like based on the clues in the text e.g. “wild, unkempt hair” (pg. 85.)

Plenary:

Set homework: pupils to read chapter five in time for the next lesson.