

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English	Unit: Adventures of Sherlock Holmes	Term: Spring	Year Group: 7
<p>Overview:</p> <ul style="list-style-type: none">▪ Pupils will mainly be working individually or in pairs to become familiar with Sherlock Holmes and the style of Conan Doyle. Introduction of structural devices and critical evaluation so pupils become more confident with techniques, terminology and how to put together a response. Lower ability pupils could work with short extracts, plays or videos to enhance their knowledge of the stories. Teachers of higher ability groups may want to read the full story for stretch and challenge rather than watching videos and working with extracts.▪ Pupils will also work on their own detective story. Once a week they will work on a different aspect of the story planning/writing. Pupils will then bring this knowledge together to plan, draft, redraft and publish their own detective story.			
<p>Programme of Study assessment areas:</p> <p>Reading:</p> <ul style="list-style-type: none">• reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:<ul style="list-style-type: none">○ English literature, both pre-1914 and contemporary, including prose, poetry and drama• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries• making inferences and referring to evidence in the text• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension• studying setting, plot, and characterisation, and the effects of these• making critical comparisons across texts• studying a range of authors, including at least two authors in depth each year. <p>Writing:</p> <ul style="list-style-type: none">• writing for a wide range of purposes and audiences, including:<ul style="list-style-type: none">○ well-structured formal expository and narrative essays○ stories, scripts, poetry and other imaginative writing• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing• plan, draft, edit and proof-read through:<ul style="list-style-type: none">○ considering how their writing reflects the audiences and purposes for which it was intended○ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Spoken Language:</p> <ul style="list-style-type: none">• speak confidently and effectively, including through:			

Edward Peake C of E VC Middle School



Medium Term Plan

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- participating in formal debates and structured discussions, summarising and/or building on what has been said

This medium term plan is a guide to activities, it does not replace individual planning for the specific needs and abilities of each class. This plan should be adapted and differentiated for your class.

Ln	Learning Question	Content	Assessment Area:	Resources	Homework/ Extended Learning
1	How did the contextual factors of Sherlock Holmes impact Doyle's writing?	<p>STARTER: Images of Sherlock Holmes – what do pupils notice? What can they infer? What do they wonder? Pupils initially think of responses to the questions then discuss with partner. Select pupils to share their ideas.</p> <p>MAIN: Model: Read information on Doyle's London, watch clip and make bullet points on large worksheet. Put students into differentiated groups and distribute worksheets. Each group to be given an aspect of context to read through and make notes on, using the A3 worksheet provided. 10 minutes. After 10 minutes, students number themselves 1-4/5. All 1s together, 2s together etc. Students have 2minutes each to share what they have found and complete all areas on the large worksheet.</p> <p>PLENARY: Pupils to complete the sentences on the final slide. Hear ideas about they view as being the most important factors.</p> <p>Challenge: Students to create a quiz question for the group; write in on a post-it and stick on the board so it can be put to the class.</p>	<p>Writing: note taking and starter activity.</p> <p>Reading: contextual information for Sherlock Holmes</p> <p>S & L: Group task.</p>	<p>Lesson 1 PowerPoint</p> <p>http://www.biography.com/people/arthur-conan-doyle-9278600/videos/sherlock-holmes-the-original-holmes-2080092977</p> <p>Context Information Sheets</p> <p>A3/A4 group sheets</p>	<p>Research and present at least 10 new facts about Sir Arthur Conan Doyle or Sherlock Holmes.</p> <p>Revise for new vocabulary test.</p>
2	How do I begin to infer and interpret?	<p>Entry task: Image on the board– what do pupils notice? What can they infer? What do they wonder? Pupils initially think of responses to the questions then discuss with partner. Select pupils to share their ideas.</p> <p>STARTER: Inference – find definition and synonyms in a dictionary. How does this relate to English? Display images. What can be inferred? Why?</p> <p>MAIN:</p>	<p>Writing: Correct the SPAG activity.</p> <p>Reading: Inference paragraph</p> <p>S & L: Paired work.</p>	<p>Lesson 2 PPT</p> <p>Dictionaries</p> <p>Receipts</p> <p>Model PEE chain</p>	

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Model inference skills using the receipt on Slide 7. In pairs, pupils given different receipts. What can they infer? Bullet point ideas. Must explain answers. Swap after 2 minutes and repeat.</p> <p>Correct SPAG errors on model PEE paragraph. Students write their own about one of the receipts they investigated. Challenge: Do any of the receipts suggest criminal activity? Explain how and why.</p> <p>PLENARY: Students share their inferences verbally. What did they find and what did they deduce? Discuss.</p>		
3.	How do I identify explicit and implicit information from Doyle's <i>The Crooked Man</i> ?	<p>Entry task: Image on the board– what do pupils notice? What can they infer? What do they wonder? Pupils initially think of responses to the questions then discuss with partner. Select pupils to share their ideas.</p> <p>STARTER: <i>Crooked Man</i> book cover – what can students see? What do they think will happen in the story?</p> <p>MAIN: Read the opening paragraph and answer the statements true or false. Read to “Excellent! I cried”. Answer the questions on the relevant slide, then live model inference for the quote given. What can students deduce about Holmes and/or Watson? As a class, write up a PEE chain. In pairs, students then choose a second quote, annotate and students write up into a paragraph.</p> <p>PLENARY: Self assessment – students read through PEE paragraph, award WWW and EBI.</p> <p>Challenge: What is the most perceptive inference students can make using the extract provided/</p>	<p>Writing: reading through answer to correct SPAG errors etc.</p> <p>Reading: Reading of the start of <i>Crooked Man</i>.</p> <p>S&L: Discussion for book cover.</p>	<p>Lesson 3 PPT</p> <p><i>Crooked Man</i> story</p>
4.	How can I make inferences and solve the crime committed in <i>The Crooked Man</i> ?	<p>Entry task: Image on the board– what do pupils notice? What can they infer? What do they wonder? Pupils initially think of responses to the questions then discuss with partner. Select pupils to share their ideas.</p> <p>STARTER:</p>	<p>Writing: opening paragraph.</p> <p>Reading: effective openings.</p>	<p>Lesson 4 PPT</p> <p>Video questions</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Crime scene image on the board – use the prompts to infer about the crime. Answer true/false to the statements on the following Slide.</p> <p>MAIN: Watch <i>The Crooked Man</i> part 1 and answer the questions on the worksheet. Discuss and consolidate understanding of the story so far. Read a relevant extract, annotate and highlight key phrases from which to infer. Write up an inference paragraph independently.</p> <p>PLENARY: If students were Holmes, what questions would they ask to which characters? Write at least 3 and hear examples. EXT: Students to answer as the characters.</p> <p>Challenge: Predict what happened: Who committed the crime? How? Why?</p>	<p>S & L: Group discussion of story so far.</p>	
5.	How can I create my own fictional detective?	<p>STARTER: Display image. What do pupils notice? What can they infer? What do they wonder?</p> <p>MAIN: Hand out extract from 'A Pocketful of Rye' and read as a class. What do we learn about her character? What type of detective is she? What do we learn about her appearance, manner, personality, behaviour, etc?</p> <p>Review with pupils the 4 stereotypes of detectives. Ask pupils to think about what type (and stereotype) of detective they are going to create in this lesson.</p> <p>Pupils are to create a character profile for their own detective. If ICT is available pupils could create their profile on the computers. If not, pupils could create their detective using the Planning your Detective worksheet, or draw and label their character's features or brainstorm. Encourage pupils to choose their own method. Model example using checklist.</p> <p>PLENARY: Role play: speed dating. Ask pupils to get into pairs and role play a speed dating situation. Display questions on the PPT to aid pupils during activity. Allow a couple of minutes and then ask pupils to move on. Swap roles and repeat.</p>	<p>Writing: opening paragraph.</p> <p>Reading: effective openings.</p> <p>S & L: Group discussion of story so far.</p>	<p>Lesson 5 PPT</p> <p>Extract from 'A Pocketful of Rye'</p> <p>Planning your detective worksheet</p>

Edward Peake C of E VC Middle School



Medium Term Plan

6.	What are the key ingredients and techniques used in creative writing?	<p>STARTER: Wordwheel: INGREDIENT– at least 4 letters, no proper nouns etc.</p> <p>Matching table for language features – leave ‘example’ column.</p> <p>MAIN: True/false statements about story so far. Watch <i>The Crooked Man</i> Part 2 and answer the questions on the worksheet. Discuss answers.</p> <p>Read the extract - students given a copy to annotate. Complete ‘example’ using features from the text.</p> <p>PLENARY: Which language feature is easiest to identify and why?</p> <p>Challenge: Students to identify techniques that aren’t in the table.</p>	<p>Writing: Literacy/ spelling in the wordwheel.</p> <p>Reading: Extract for close reading/ analysis</p> <p>S&L: Paired work to complete table. Class discussion of answers to video answers.</p>	Lesson 6 PPT	<p>Research and bring in a report about a famous bank robbery or jewellery heist.</p> <p>New vocabulary test.</p>
7.	How can I begin to analyse language features clearly?	<p>STARTER: Recap the 5 sentence types. Scene/ still from <i>The Crooked Man</i>. Students to write an example of each type of sentence.</p> <p>MAIN: Recap the extract from Lesson 2.1. Annotate the given quote as a class using model answer to guide questioning. Read model answer; students award WWW and EBI.</p> <p>Students either choose another quote to write up independently or annotate as a class for students to write up.</p> <p>PLENARY: Self-assessment. Students award their analysis paragraph WWW and EBI.</p> <p>Challenge: Which language feature is most effective and why?</p>	<p>Writing: Creating examples of a range of sentence types.</p> <p>Reading: Language analysis and close reading of an extract.</p> <p>S & L: Paired work.</p>		
8.	How do I use semi-colons and colons accurately?	<p>STARTER: Recap the rules for colons and semi-colons. Students insert the semi-colons and colons into the sentences.</p> <p>MAIN:</p>	<p>Writing: correcting SPAG errors, creating language features, writing to describe.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Image of scene from <i>The Crooked Man</i>. Working in pairs, students complete a table creating language features to use in descriptive writing. Read the model description and correct the SPAG errors. Answers on the following slide.</p> <p>Students to write their own description of the scene using features they created, semi-colons and a range of sentence types.</p> <p>PLENARY: Self-assessment using the checklist.</p> <p><u>Challenge: Tally chart for types of punctuation and language features. Points for students who have used the most?</u></p>	<p>Reading: Reading and annotation of the model description.</p> <p>S&L: Paired discussion to complete language features table.</p>	
9.	How can empathy with characters inspire a piece of writing?	<p>STARTER: Identify the true and false statements about Crooked Man. Correct the SPAG errors. Definition of 'empathy'.</p> <p>MAIN: Recap the character of Colonel Barclay. What was the crime he committed? In pairs, create a chronological timeline for the actions of the character. Plan a memoir from the Colonel's perspective. Read the model introduction and annotate language features, effective punctuation, areas for development etc. Students to write their own memoir from the Colonel using empathy. Use scaffold and sentence starters to help.</p> <p>PLENARY: Questions for students to answer in the character of the Colonel. Use writing to inspire answers.</p> <p><u>Challenge: How would other characters react once they learned the truth?</u></p>	<p>Writing: memoir from Major's point of view.</p> <p>Reading: Model answer.</p> <p>S & L: Paired work.</p>	
10.	How can I create a description of my own fictional detective?	<p>Play 'guess the character' using PPT slides. Ask pupils how we create characters. Show example extract on PPT slide and see if they can spot the 3 main ways.</p>		<p>Lesson 10 PPT 'Scrooge' extract</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Hand out 'Scrooge' extract and ask pupils to locate words/phrases that use description, action or dialogue effectively in creating his character. Feedback.</p> <p>Go through the idea of showing not telling with pupils and model example.</p> <p>Ask pupils to write a description of the character they created in the lesson last week using the 3 main ways of describing a character as well as the 'show not tell' method.</p> <p>Ask pupils to peer-assess their partner's descriptions, focusing on using the success criteria when assessing.</p> <p>If time, some pupils could share their descriptions with the class.</p>		Describing a Detective worksheet	
11.	How do I develop and consolidate my inference skills?	<p>STARTER: Image of a tattered hat. Can students infer <i>anything</i>? Discuss ideas/make notes as a class.</p> <p>Main: Watch <i>A Study in Pink</i> inference scene. What did Holmes make inferences from? List and discuss as a class.</p> <p>Read pg134-139 to "Are you satisfied?" List the inferences Holmes made about the owner of the hat/ Henry Baker. Quickly sketch Baker and label with quotes from the text.</p> <p>Annotate the given quote. Read model answer and award WWW and EBI. Students either choose their own quote to write up or annotate one as a class. Complete PEE/ inference paragraph.</p> <p>Plenary: Peer assessment. Students to read the inference paragraph of their partner and award WWW and EBI - hear examples.</p> <p>Challenge: For the starter – examples of 5 sentence types for the image.</p>	<p>Writing: Correcting the SPAG mistakes.</p> <p>Reading: Extract for close reading/ analysis</p> <p>S&L: Class discussion of answers to video answers.</p>		<p>Research and bring in any examples of unsolved crimes. Choose one and explore it in detail; possibly to contain your ideas about 'whodunnit'.</p> <p>Create a diary entry of how you felt the night before you committed a crime.</p>

Edward Peake C of E VC Middle School



Medium Term Plan

12.	How can I begin to analyse language features clearly?	<p>STARTER: Matching game for AMAPSOE features – join technique with example.</p> <p>MAIN: Watch Parts 1, 2 and 3 of <i>The Blue Carbuncle</i>. Answer the questions on the worksheet. Read the extract and identify language features. Annotate a relevant quote as a class using model answer to guide questioning. Read model answer; students award WWW and EBI. Students either choose another quote to write up independently or annotate as a class for students to write up.</p> <p>PLENARY: Peer-assessment. Students award their partner’s analysis paragraph WWW and EBI.</p> <p>Challenge: Which language feature is most effective and why?</p>	<p>Writing: Correcting any SPAG mistakes found in partner’s work.</p> <p>Reading: Language analysis and close reading of an extract.</p> <p>S & L: Paired work.</p>		
13.	How do I begin to identify structural devices?	<p>STARTER: Wordwheel – STRUCTURE How many words can students make under a time limit.</p> <p>Introduce structural devices. Students to draw a quick image in their books to represent each device.</p> <p>MAIN: Watch Parts 4 and 5 of <i>The Blue Carbuncle</i>. Answer the questions on the worksheet. Read the extract and identify structural devices as a class. Complete a storyboard for the extract to show how the story ‘shifts’. Choose a quote for each device found.</p> <p>PLENARY: Which was the easiest structural device to find and why? Answers on a post-it! Basketball questioning to consolidate.</p> <p>Challenge: Which structural device is most effective and why?</p>	<p>Writing: Literacy – making words from letters.</p> <p>Reading: Close reading of an extract.</p> <p>S & L: Group discussion to find structural devices.</p>		
14.	How do I begin to analyse structural devices?	<p>STARTER: Wordsearch containing key words for structure.</p> <p>MAIN:</p>	<p>Writing: Analysis paragraph.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Recap/re-read the extract if necessary. Annotate a relevant quote together as a class for why it is effective as a structural device. Read the model answer and award WWW and EBI. Highlight the PEE structure and where it gets Band 5.</p> <p>Annotate a second structural quote for students to write up in pairs. EXT: Students to write up an independent analysis of a quote of their choice.</p> <p>PLENARY: Which image represents which device? Answers in books or label on whiteboard.</p> <p>Challenge: Can students think of any examples of the seven structural devices in the extracts we've read so far from <i>The Blue Carbuncle</i>? List them in books.</p>	<p>Reading: Close reading of an extract.</p> <p>S & L: Group discussion to find structural devices.</p>		
15.	How can I use sensory imagery to improve my writing?	<p>STARTER: Show image of a Victorian Street. Pupils make notes in books/on whiteboards- What do they notice? What do they infer? What do they wonder?</p> <p>Main: Discuss with pupils- what are the five senses, why are they important for writers? How do they affect a reader? What is meant by sensory imagery?</p> <p>Display each one of the five senses along with a definition. Pupils to put these in their exercise books (can be provided for pupils to stick into books instead) and create a sentence using that sense using the image provided.</p> <p>Plenary: Return to the image at the start of the lesson. How many of the five senses can they identify?</p>			
16.	How can I develop and consolidate my language analysis skills?	<p>STARTER: Anagrams to recap AMAPSOE techniques.</p> <p>Read the short extract from <i>The Blue Carbuncle</i> and list 4 things learnt.</p> <p>MAIN:</p>	<p>Writing: Creating language features – check their SPAG.</p> <p>Reading: Extract for close reading/analysis</p>		<p>Write a detailed review for your favourite crime film.</p> <p>Watch a modern interpretation of Sherlock Holmes</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Set the question: How does Doyle use language to _____? Annotate the question to ensure students understand what they need to do. Read through the extract as a class (pass-and-shoot). In pairs, students highlight language features in the extract. Share ideas as a class and begin to fill out the grid. Model the first row.</p> <p>Working in pairs, students complete the table focusing on the effect of 4 language features in the extract.</p> <p>Plenary: Image - students to write examples of features using the image for inspiration. Repeat using the link for random images if appropriate.</p> <p>Challenge: Which language feature is most difficult to identify and why?</p>	<p>S&L: Class discussion of extract and paired work.</p>		<p>and write a review. How does it compare to the stories: characters, settings, action etc?</p>
17.	How can I independently analyse language features clearly?	<p>STARTER: Read the model introduction and correct the SPAG. Answers on the following.</p> <p>MAIN: Students to independently write a brief introduction, then at least 3 analysis paragraphs for quotes found in 4.1.</p> <p>PLENARY: Complete the sentences</p>	<p>Writing: Checking through assessment and correcting any SPAG errors found.</p> <p>Reading: Language analysis and close reading of an extract.</p> <p>S & L: N/A - assessment.</p>		
18.	How do I independently act on feedback and improve my work?	<p>STARTER: Wordsearch containing key feedback vocabulary. EXT: What is feedback and why is it important in making progress?</p> <p>MAIN: Students read through their feedback and make changes/ redraft as necessary.</p> <p>PLENARY: Students to set themselves a personal target for next time.</p>	<p>Writing: Checking through assessment and correcting any SPAG errors found, acting on feedback.</p> <p>Reading: Language analysis and close</p>		



Medium Term Plan

			reading of an extract. S & L: N/A - assessment.		
19.	How do I synthesise information from more than one story?	<p>STARTER: Key word – COMPARISON Definition into books. Sort the connectives into 'similar' and 'different' columns. Images of celebrities – how are they the same/different? Discuss in pairs then spider diagram ideas as a class.</p> <p>MAIN: Images of the Crooked Man and Thief (BC) How are they the same/different? Complete a simple table.</p> <p>Read extract A – find quotes that give information about <i>Crooked Man</i>. Repeat for Source B – Thief in <i>Carbuncle</i>.</p> <p>Annotate the quotes for inference (use model answer to guide questioning). Read through the model synthesis paragraphs. Colour in Point Evidence Explanation and synthesis connectives/ phrase.</p> <p>PLENARY: Complete the sentences for strengths and areas for development.</p> <p>Challenge: Write a sentence comparing the images of celebrities using clear/ sophisticated comparison connectives?</p>	<p>Writing: Literacy – wordwheel. Comparison connectives.</p> <p>Reading: Extracts and model answers.</p> <p>S & L: Paired work and full-class discussion.</p>		
20.	How can I use sensory imagery to improve my writing?	<p>Starter: Recap on the five senses- can pupils name the five sense? Give an example of each?</p> <p>Main: Return to the image used last week of a Victorian Street. Pupils will imagine that they have travelled back in time and find themselves in Victorian London. They should write a description of the street to help the reader picture the scene. Pupils can use the image or create a description of a different scene</p>			



Medium Term Plan

		(pupils can link this back to their study of Oliver Twist). Create a success criteria as a group (should include use of the five senses and use of colon and semi-colon as covered in previous lessons) Plenary: Self/peer assessment against the given success criteria			
21.	How do I develop my comparison skills?	<p>STARTER: Spot the difference. Circle answers on whiteboard. How does this relate to comparison? Title of story. Connotations and how they relate to Adventures read so far.</p> <p>MAIN: Book cover of <i>The Final Problem</i>. What do students think it will be about? Hear predictions and discuss reasoning.</p> <p>Watch Parts 1,2 and 3 of <i>The Final Problem</i> whilst answering the questions on the worksheet. Class discussion of the answers. PLENARY: Write a Tweet comparing the first part of <i>The Final Problem</i> to <i>The Crooked Man</i>. Hear examples.</p> <p>Challenge: Which comparison connectives are students unsure of? Choose one to try to include in their comparison tweet.</p>	<p>Writing: Notes for questions about the video clip.</p> <p>Reading: Extract for close reading/ analysis</p> <p>S&L: Class discussion of questions/ video clip.</p>		<p>Write a comparison of two of your favourite meals/foods!</p> <p>Revise language features ready for the summative assessment next week.</p>
22.	How do I develop and consolidate my comparison skills?	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Answer the true or false statements about <i>The Final Problem</i>. SPAG exercises (commas)</p> <p>MAIN: Watch Parts 4, 6 and 6 of <i>The Final Problem</i> whilst answering the questions on the worksheet. Class discussion of the answers.</p> <p>Set the question: How does the writer use language to... (highlight difference between language analysis and inference). Read the opening to <i>The Final Problem</i> in pairs and live model how to highlight/ identify key words, phrases, language features etc.</p>	<p>Writing: note-taking for the extracts.</p> <p>Reading: close reading and analysis of an extract.</p> <p>S&L: Class discussion and paired work for the openings.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>Students repeat this annotation for the opening from <i>The Crooked Man</i> (Sources provided)</p> <p>PLENARY: Which was the most interesting phrase etc and why?</p> <p>Challenge: Which opening is most effective and why?</p>			
23.	<p>How do I develop and consolidate my language comparison skills?</p>	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: SPAG exercises (sentence structure)</p> <p>MAIN: Live model quote annotation. Read the model answer, highlight how it has been structured. Award model WWW and EBI. Students should annotate their own quotes and write up a comparison analysis.</p> <p>PLENARY: Peer assessment – swap books with partners and award WWW and EBI Challenge: Include a final sentence summarising the similarities or differences you have found.</p>	<p>Writing: note-taking for the extracts.</p> <p>Reading: close reading and analysis of an extract.</p> <p>S&L: Class discussion and paired work for the openings.</p>		
24.	<p>How can I use empathy to explore Holmes' experience at the end of The Final Problem?</p>	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Create a simple timeline for Holmes' experience at the Falls. Re-watch the clip(s) if necessary</p> <p>Correct the SPAG errors in the first-person narrative piece from Sherlock Holmes about his experience at the Reichenbach Falls.</p> <p>MAIN: Students to write up their own first person account (as Holmes) of his experience at the Falls.</p>	<p>Writing: Creative writing from Holmes' perspective.</p> <p>Reading: Model answer.</p> <p>S & L: Group discussion.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>PLENARY: Students identify the best sentence(s) in their work; write on a post-it and stick on the board. Read through a sample and discuss WWW and EBI for the phrases as a class.</p> <p>Challenge: Write a short paragraph from Moriarty's perspective. What would he have been thinking?</p>			
25.	How do authors create compelling and engaging characters?	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Discuss the term 'antagonist' What do pupils think it means? Can they think of any famous antagonists in texts/TV/films?</p> <p>MAIN: Explore the character of Professor Moriarty, what makes him a good adversary for Sherlock Holmes? Look at his description in The Final Problem. How does the way he looks, moves, speaks, acts show that he is a villain?</p> <p>Pupils complete their planning sheet for their own antagonist for their detective.</p> <p>Pupils choose an activity to complete to further the background of their antagonist.</p> <p>Pupils then include their antagonist in the detective story they have written so far.</p> <p>PLENARY: Peer assessment – swap books with partners and award WWW and EBI</p>	<p>Writing: description of antagonist</p> <p>Reading: features of character type</p> <p>S & L: Discussion of key vocabulary</p>	5.5 Antagonist PowerPoint	Antagonist planning sheet
26.	How can I compare language across texts?	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Wordwheel: ASSESSMENT at least 4 letters, no proper nouns etc.</p> <p>SPAG activity – include the semi-colons, commas and apostrophes.</p>	<p>Writing: note-taking and annotating quotes.</p> <p>Reading: close reading and analysis of an extract.</p>		<p>New vocabulary test.</p> <p>Spend at least one hour reading a crime story over the course</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>MAIN: Name the technique – discuss the answers.</p> <p>Read Source A – the ending from <i>The Crooked Man</i>. Model highlighting language features etc in pairs then discuss and share as a class.</p> <p>Annotate the given quote using student suggestions. Students then choose 3 more quotes and annotate.</p> <p>Students to read Source B independently. Identify language features, choose quotes and annotate.</p> <p>Model completing the first line of the table to aid comparison and writing up. Students complete independently (in pairs for lower ability groups) for the quotes they have chosen.</p> <p>PLENARY: Which language features are easiest to compare and why?</p> <p>Challenge: Can you compare techniques that have different effects?</p>	<p>S&L: Class discussion and paired work for the endings.</p>		<p>of the week. Create a review of what you have read.</p>
27.	<p>How can I compare language across texts?</p>	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Word search containing key vocabulary. EXT: Use words in sentences about expectations for assessment.</p> <p>MAIN: Read through the model introduction. Award WWW and EBI.</p> <p>Students to write their own introduction to their language comparison answer.</p> <p>Read through the model comparison analysis. Award WWW and EBI. Highlight the structure of the answer PEECPPEE. Colour in if necessary.</p> <p>Students to write up their introduction and complete their summative assessment.</p>	<p>Writing: note-taking for the extracts.</p> <p>Reading: close reading and analysis of an extract.</p> <p>S&L: Class discussion and paired work for the openings.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>PLENARY: Students must read through their work and correct any SPAG errors.</p> <p>Challenge: <u>Can you set a personal target for improving your comparison skills?</u></p>			
28.	<p>How can I compare language across texts?</p>	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Consolidate knowledge of what pupils need to do to be successful in writing their assessment.</p> <p>MAIN: Students to continue to independently write up their summative assessment.</p> <p>PLENARY: Complete the sentences</p>	<p>Writing: Checking through assessment and correcting any SPAG errors found.</p> <p>Reading: Language analysis and close reading of an extract.</p> <p>S & L: N/A - assessment.</p>		
29.	<p>How do critics create an effective review of a text?</p>	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Thesaurus task: students find more ambitious vocabulary for the key words given.</p> <p>MAIN: Give pupils examples of different of reviews- book, tv programmes, films etc. Spider diagram the ingredients/ conventions of a review.</p> <p>Read the opening of the model review of <i>The Crooked Man</i>. Award WWW, EBI and choose vocabulary to improve. Which conventions are included?</p> <p>Complete a simple table for what could be included in a review for The Blue Carbuncle.</p> <p>Challenge: <u>Students independently write a review for <i>The Final Problem</i>.</u></p> <p>Display sentence starters and connectives to help students structure their review. Students to write up independently.</p>	<p>Writing: Correcting SPAG activities.</p> <p>Reading: Thesaurus and model answer tasks.</p> <p>S & L: Class discussion regarding review conventions.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>PLENARY: Self-assessment. Students award themselves WWW, EBI and</p> <p>EXT: Tweet about their preferred story.</p>			
30.	How do authors create compelling and engaging characters?	<p>Display picture. Ask pupils to discuss what they observe, infer and wonder. As a challenge, in what ways does the image relate to today's lesson?</p> <p>STARTER: Can they match the sidekick to the detective? Can they think of any other famous sidekicks in texts/TV/films?</p> <p>MAIN: Explore the character of Dr Watson, what makes him a good sidekick for Sherlock Holmes? Look at his description in <i>The Crooked Man</i>. How does the way he looks, moves, speaks, acts show that he is there to support Holmes?</p> <p>Pupils complete their planning sheet for their own sidekick for their detective.</p> <p>Pupils choose an activity to complete to further the background of their sidekick.</p> <p>Pupils then include their sidekick in the detective story they have written so far.</p> <p>PLENARY: Peer assessment – swap books with partners and award WWW and EBI</p>	<p>Writing: description of antagonist</p> <p>Reading: features of character type</p> <p>S & L: Discussion of key vocabulary</p>	6.5 Sidekick PowerPoint	Sidekick planning sheet
31.	Can I develop my sustained reading skills?	<p>STARTER: Images of different actresses who have played Irene Adler. Who looks to be the most interesting and why? What can students infer? What might she mean to Sherlock Holmes? Class discussion and spider diagram.</p> <p>Main: Display title – what do key words mean? Incorporate thesaurus task if necessary. What kind of scandal could be a crime for Holmes to solve?</p> <p>Read <i>A Scandal in Bohemia</i>. Students to collect vocabulary they need to look-up.</p> <p>Give time for thesaurus/definition exercise for new vocab.</p>	<p>Writing: Notes for images of women and noting key vocabulary.</p> <p>Reading: Reading <i>Scandal in Bohemia</i>.</p> <p>S&L: Class discussion of images and students reading via 'pass-and-shoot'.</p>		<p>Find a crime story about someone who faked their own death. Write it up in a news report.</p> <p>Create a checklist of what is needed for an engaging presentation or speech.</p>

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>PLENARY: Predict what will happen at the end of the story. What are the clues so far that makes students think this?</p> <p><u>Challenge: Are there any key words or phrases in the book that highlight the role of Victorian women?</u></p>			
32.	<p>Can I consolidate my sustained reading skills?</p>	<p>STARTER: Wordwheel – SUSTAINED at least 4 letters, no proper nouns etc. What does it mean? Why is sustained reading important?</p> <p>Key vocabulary exercise – students find the definitions to the words. Can do as a competition. Share answers as appropriate.</p> <p>MAIN: Continue reading <i>A Scandal in Bohemia</i>. Complete the exercises to consolidate AO1.</p> <p><u>Challenge: Are any issues with women, drugs or mental health explored in the story so far? Why are they important in terms of context?</u></p> <p>PLENARY: Students write true or false statements with which to quiz each other. Perhaps on post-its that can be placed on a classmates' desk.</p>	<p>Writing: Literacy in the wordwheel and answering questions on the slides.</p> <p>Reading: reading <i>A Scandal in Bohemia</i>.</p> <p>S&L: Class discussion and verbalising answers to the quiz questions.</p>		
33.	<p>Can I identify explicit and implicit information and infer independently?</p>	<p>Starter: key word – IDENTITY. Consider the questions on the starter slide to consolidate understanding of identity.</p> <p>MAIN: Read to the bottom of pg 53. List 4 things that Holmes has inferred about Miss Sutherland. Using the extract, students work in pairs to choose a quote and write up an inference paragraph about Miss Sutherland.</p> <p>PLENARY: How are women presented in the text? Consider in terms of the context in which the stories were written.</p> <p><u>Challenge: Is there any part of the story or characters that would be unusual to a modern reader? Explain.</u></p>	<p>Writing: Literacy – check and correct SPAG mistakes in their inference paragraphs (opportunity for self/peer assessment.)</p> <p>Reading: A Case of Identity explicit/implicit information.</p> <p>S & L: Paired work and full-class discussion.</p>		

Edward Peake C of E VC Middle School



Medium Term Plan

34.	Can I use sentences that contain subordinate clauses?	<p>STARTER: Recap the rules for commas for subordinate clauses.</p> <p>Students complete reading A Case of Identity.</p> <p>MAIN: What are the conventions of a police report? Spider diagram ideas. Insert the commas into the model police report.</p> <p>Students to write their own police report, ensuring they use commas correctly throughout.</p> <p>PLENARY: Peer assess and WWW and EBI. Highlight complex sentences that use commas for sub-clauses</p> <p>Challenge: Can you add any other types of more sophisticated punctuation?</p>	<p>Writing: Literacy – making words from letters.</p> <p>Reading: Close reading of an extract.</p> <p>S & L: Paired work to insert the commas on the police report.</p>		
35.		Developing the mystery- continue writing own detective story			
36.	Can I develop my group work and presentation skills?	<p>STARTER: Group work – spider diagram what it means and what is needed for it to be successful. Share ideas and class must create 10 -‘non-negotiable’ rules that everyone must follow.</p> <p>MAIN: Explain task. Students will be placed into ability groups to read another Sherlock Holmes Story (assign stories to ensure appropriate differentiation). 4-5 members per group and each member will be responsible for a different area: settings, characters, language features and structural devices.</p> <p>Students to begin by reading their story to each other in groups and making notes on their relevant areas.</p> <p>They will produce and present a PowerPoint about their text with 1 slide per ‘area’</p> <p>PLENARY: What is the most interesting aspect of their story so far? Have they made any predictions about the crime committed?</p>	<p>Writing: Notes for the area students are investigating.</p> <p>Reading: Sherlock Holmes story.</p> <p>S&L: Group work.</p>		<p>Watch a BBC episode of Sherlock Holmes and write a review.</p> <p>New vocabulary test.</p>
37.	Can I develop my group work and presentation skills?	STARTER: Presentation – what makes an effective presentation. Bullet point ideas and discuss as a class.	Writing: Notes for the area students are investigating.		

Edward Peake C of E VC Middle School



Medium Term Plan

		<p>MAIN: Students to continue reading their story to each other in groups and making notes on their relevant areas. This lesson may need to take place in an IT room to allow students to create a PowerPoint presentation for their story.</p> <p>PLENARY: Students may wish to start practising their presentation. They should set a personal target to improve upon for when they deliver their presentation to the rest of the class.</p>	<p>Reading: Sherlock Holmes story.</p> <p>S&L: Group work.</p>	
38.	<p>Can I deliver an effective presentation as part of a group?</p>	<p>STARTER: Anagrams for skills needed in an effective presentation. Discuss criteria and highlight key words for success.</p> <p>MAIN: Students to have 5-10 minutes recapping and practising presentations in their groups.</p> <p>Students deliver their presentations to the class and are awarded WWW and EBI by their peers using the S&L criteria.</p> <p>PLENARY: Students set themselves a personal target for the next time they complete a S&L activity.</p> <p><u>Challenge: Include ambitious vocabulary in addition to consistently applying Standard English.</u></p>	<p>Writing: Awarding WWW and EBI.</p> <p>Reading: recapping notes and presentations ready for delivery.</p> <p>S&L: delivering a presentation and listening to others to provide feedback.</p>	
39.	<p>Can I analyse a modern interpretation of Sherlock Holmes?</p>	<p>STARTER: Still image from BBC version; how does it differ from books and previous versions seen?</p> <p>Watch BBC Sherlock Study in Pink. Complete the large analysis sheet to focus on shifts and changes.</p> <p>Read the model answer analysing the effect of a camera shift.</p> <p>Students choose a change of their own and write an analysis paragraph.</p> <p>PLENARY: Which was the most effective technique used in the modern version and why?</p>	<p>Writing: Making notes on camera angles and techniques used within the drama.</p> <p>Reading: Model answer and analysing the effectiveness of media techniques.</p> <p>S & L: Full-class discussion.</p>	

Edward Peake C of E VC Middle School



Medium Term Plan

		<u>Challenge: Can students identify any changes that were not as effective? Or any angles they feel left the viewer at a disadvantage? Explain and discuss.</u>			
40.		The solution- continue writing detective story			