

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English	Unit: Oliver Twist	Term: Spring	Year Group: 7
By the end of this unit...			
<i>most pupils will be able to:</i> explore a whole novel using inference and deduction where needed. They will examine the structure of the text, examining characterisation, setting and plot. They will be able to comment on these in detail, selecting relevant information from the text to support their ideas and opinions. They will explore an author's use of language and how it presents meaning and affects the reader's understanding. They will be able to comment on what they have learnt in a detailed essay on the text.			
<i>some children will not have made so much progress. They will be able to:</i> explore a whole novel making simple inference and deduction where needed. They will examine the structure of the text, and make simple comments on characterisation, setting and plot. They will be able to select some relevant information from the text to support their ideas and opinions. They will identify an author's use of language and begin to show how it affects the reader's understanding. They will be able to make basic comments in an essay response.			
<i>some children will have progressed further. They will be able to:</i> explore a whole novel using inference and deduction to explore the novel in greater depth. They will examine the structure of the text, examining characterisation, setting and plot. They will be able to comment with insight on these in detail, selecting relevant and apt information from the text to support their ideas and opinions. They will explore in depth an author's use of language and how it presents meaning and affects the reader's understanding. They will be able to comment on what they have learnt in a detailed essay on the text, making comparisons across and between texts.			
Programme of Study assessment areas: Reading: <ul style="list-style-type: none">● develop an appreciation and love of reading, and read increasingly challenging material independently through:● 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:● 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 how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning● studying setting, plot, and characterisation, and the effects of these● studying a range of authors, including at least two authors in depth each year. Writing: <ul style="list-style-type: none">● writing for a wide range of purposes and audiences, including:● well-structured formal expository and narrative essays● stories, scripts, poetry and other imaginative writing● summarising and organising material, and supporting ideas and arguments with any necessary factual detail● studying the effectiveness and impact of the grammatical features of the texts they read			



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- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects

Spoken Language:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion

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.

Wk	Learning Objectives	Content	Assessment Area:	Resources	ICT Opportunities
1	To be able to: explore the context of Dickens' novels explain how Dickens presents Victorian workhouses select evidence to show how Oliver is treated analyse how Dickens' uses language to present the theme of poverty	<p>Activities: Various images of Victorian England on board. On a post it, students either write what they know about that period, or what they think it would have been like to live at the time.</p> <p>OR</p> <p>Show lots of book covers for Dickens' texts. Students to discuss what they think each text could be about based on the image. Based on the image, what themes might Dickens explore in each?</p> <p>Explicit teaching of subject terminology- context Either choose one whole non-fiction text to explore this lesson, or investigate a range of extracts from the non-fiction sources. Explore ideas within the non-fiction (children, crime, workhouses, orphans etc.). HA: Work separately from the class by providing them more complex non-fiction text and close reading questions.</p> <p>Show extract from non-fiction source 'Ideas of childhood...'. Provide a series of short comprehension questions. Can they explain what it would have been like to have grown up as an orphan in this time period OR</p>		<p>Various non-fiction sources available in folder</p> <p>'Ideas of Childhood in Victorian Children's Fiction: Orphans, Outcasts and Rebels'</p> <p>'Children in Dickens' novels'</p>	

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	<p>Show extract and ask pupils to make a prediction about the life of Oliver Twist based on the extract.</p> <p>Read Chapters 1 and 2 (shorten amount of reading and summarise skipped content if necessary using summary sheet)</p> <p>Without discussion, students answer question: How does Dickens present Victorian workhouses? MUST BE INCORPORATED INTO LESSON: Close Reading of short extract from Chapter 2 that describes the workhouse. For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class).</p> <p>Write a short diary entry from the P.O.V of Oliver after you have just asked for more gruel.</p> <p>Read Chapters 3 and 4 (shorten amount of reading and summarise skipped content if necessary using summary sheet) Model explicitly how to select evidence from the text. Pupils fill in a table and select evidence for various statements (e.g. Oliver is underfed, Oliver is isolated, Oliver is abused etc.) HA: Students could have a table with a third column where they analyse the language used and explore the effect on the reader.</p> <p>Pupils add a short paragraph to their diary entry from the starter explaining how they feel after events of Chapter 3.</p> <p>Display images of Victorian London. On a post it, students explain what they think it would have been like to live in this time period. Students to evaluate how much they think life has changed since then.</p> <p>Read chapter 5. Explicit teaching of subject vocabulary- 'analyse' and 'theme'.</p>			
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		<p>MUST BE INCORPORATED INTO LESSON: Close Reading of extract beginning ‘They walked on, for some time...’ considering how Dickens uses language to present the theme of poverty.</p> <p>For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class).</p> <p>Exit ticket. Students answer the question- How does Dickens use language to present the theme of poverty?</p> <p>Homework:</p>			
2	<p>To be able to:</p> <ul style="list-style-type: none"> ● create a convincing article ● explain how Dickens uses characterisation ● explore the Victorian justice system ● create a compelling description of a Victorian villain ● write a letter to advise 	<p>Activities: What features would you typically find in an article? OR</p> <p>Predict what you think will happen to Oliver at the undertakers.</p> <p>Read Chapter 6 and 7 (shorten amount of reading and summarise any skipped content if necessary using summary sheet) Teach key features of an article (headline, strapline, subheadings, introductory paragraph/overview) Students act as journalists and produce an article about Oliver’s escape from the undertakers using these key features (teacher to model using these first. Modelling could take form of article about the number of orphans in workhouses or something related to text).</p> <p>Peer assessment checking partner’s work for features of an article.</p> <p>Display images of Artful Dodger from various sources and ask students to make inferences about his character based on his appearance. Display image of Fagin and ask students to evaluate to what extent he could be considered evil, based on his appearance.</p> <p>Read Chapter 8 and 9 (shorten amount of reading and summarise any skipped content if necessary using summary sheet).</p>		See list of websites	

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	<p>MUST BE INCORPORATED INTO LESSON: Close Reading of extract describing Artful Dodger when Oliver first meets him in Chapter 8.</p> <p>For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated or the ability of the class).</p> <p>HA: Students work independently from lesson answering question: How does Dickens present Fagin? (focus on chapter 9)</p> <p>Students to make predictions about how these characters will develop as the novel continues.</p> <p>Display images of modern prisons and ask students to explain what it would be like to be a prisoner.</p> <p>OR</p> <p>Ask students to consider how effective prisons are as a punishment. What do you expect Victorian prisons were like?</p> <p>Read Chapter 10 and 11 (shorten amount of reading and summarise any skipped content if necessary using summary sheet). Choose one non-fiction source from the websites provided. Read non-fiction source with class and draw links between these chapters of 'Oliver Twist' and the information from the non-fiction. Explain your opinion on the Victorian justice system to your partner. Compare modern and Victorian prisons.</p> <p>Display image of Victorian looking villain and ask students to write one sentences describing them.</p> <p>OR</p> <p>Draw your own Victorian villain and label with ambitious adjectives using a thesaurus. Read Chapter 12 and 13 (shorten amount of reading and summarise skipped content if necessary using summary sheet).</p>			
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		<p>Read description of Mr Sikes from Chapter 13. Use this to create a success criteria for a compelling description of a Victorian villain. Students plan their own Victorian villain- perhaps with image from starter as stimulus- and then write up their description using the success criteria (teacher to model this whole process). Peer mark against success criteria.</p> <p>What are the features of a letter? OR What language devices or word classes would be most effective when giving advice or guidance? Read Chapter 14 and 15 (shorten amount of reading and summarise skipped content if necessary using summary sheet). On a post it, students write what advice they would give Oliver in this situation. Teach features of a letter and writing to advise using examples. Use examples to create a success criteria. Teacher model writing a letter to the old gentleman advising him what to do after Oliver doesn't return. Students use post it note to plan and write a letter to Oliver advising him what to do after being captured by Nancy and Mr Sikes. Peer mark against success criteria</p> <p>Homework:</p>			
3	To be able to: create a Close Reading of Nancy explore how Dickens presents crime create an element of pace in my creative writing	<p>Activities: https://www.youtube.com/watch?v=YzcQpzSv9eY Show clip from 54.00 and ask students how Nancy is presented. What does this scene suggest about Victorian attitudes towards women?</p> <p>Read Chapter 16 (shorten amount of reading and summarise skipped content if necessary using summary sheet). Without any discussion, students write a short paragraph explaining how Nancy is presented. Discuss further in pairs/groups or as a class.</p>		'Crime in Oliver Twist' Summary sheet 1	

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	<p>explain how Dickens uses pathetic fallacy explore Dickens' use of satire to present religious figures</p>	<p>Could re-read extracts as a leap frog read focusing on how Nancy is presented. Students to make notes in their books as teacher reads. MUST BE INCORPORATED INTO LESSON: Close Reading of extract from this chapter (choose depending on ability of your group) with particular focus on Nancy's character. For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class). Students revise and rewrite their written response from earlier in lesson using their deeper understanding from the Close Read.</p> <p>Read extract from 'Crime in Oliver Twist'. Students answer comprehension Qs about extract. OR https://www.youtube.com/watch?v=Xyalq7szyoI What does this video tell you about crime in Victorian London? Read Chapter 17 and 18 (shorten amount of reading and summarise skipped content if necessary using summary sheet). Think, pair, share: How do Dodger and Charley feel about being thieves? What does their dialogue in chapter 18 tell us about crime in Victorian society? Students to select and analyse quotations in chapter 18 and 19 that show Victorian attitudes towards crime. Exit ticket: How does Dickens present crime in Oliver Twist?</p> <p>How can you create a feeling of pace or movement in your creative writing? How could sentence types and punctuation reflect this? Read Chapter 19 and 20 (shorten amount of reading and summarise skipped content if necessary using summary sheet). Share short extract from Chapter 20 as Nancy takes Oliver to Mr Sikes'. Students highlight anywhere that it seems as though Dickens is creating an element of pace. Use this to create success criteria for creating an element of pace (verbs, adverbs, long complex sentences etc.)</p>			
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	<p>Play clip from 1.01.45 onwards: https://www.youtube.com/watch?v=YzcQpzSv9eY. Students to plan verbs and adverbs to describe this scene (model process with start of scene- e.g. scurrying, hurrying, hastily) Students use their plan to describe this scene, creating an element of pace using success criteria (model opening of description for students and provide sentence starters or vocabulary sheets for those struggling to start). Students read each other's work and highlight anywhere their partner has successfully created an element of pace.</p> <p>Images of rainy/stormy weather with sound of thunder playing as students arrive- ask students how the images and sounds create a mood/atmosphere. Read Chapter 21 and 22 (shorten amount of reading and summarise skipped content if necessary using summary sheet). Explicit teaching of subject vocabulary- 'pathetic fallacy'. Use images and examples to teach. <u>Guided learning:</u> Independent learners look at 2 or 3 separate extracts from Chapter 21 and 22 that use pathetic fallacy, and answer a series of comprehension and analytical Qs about both. Guided learners work with teacher on a specific skill. In pairs, students answer the question: How does Dickens use pathetic fallacy?</p> <p>Display Harold Copping's image of Oliver and Mr Bumble. Ask students to come up with adjectives for how he is presented. Can you speculate about this man's social position? Skip Chapter 23-26. Summarise for pupils using summary sheet Read Chapter 27. Without discussion, students answer question: How does Dickens present religious figures (Mr Bumble)? Explicit teaching of new vocabulary- 'satire' 'parochial' 'beadle'</p>			
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		<p>MUST BE INCORPORATED INTO LESSON: Close Reading of extract from this chapter with focus on Mr Bumble and how Dickens uses satire to present him. For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class). What does this tell you about Dickens' views on religion? Students revise their answer from earlier in lesson considering how Dickens uses satire to present religious figures (Mr Bumble).</p>			
		<p>Homework:</p>			
4	<p>To be able to: confidently use a variety of sentence types within my creative writing analyse Dickens' presentation of the police and the law identify Dickens' use of juxtaposition manipulate tone to create a convincing first person narrative write a convincing letter to explain a character's feelings</p>	<p>Activities: Display short extract on board. Students place punctuation in the correct place. Can you include a semi colon or dash? Read chapter 28. Explicitly teach sentence types (simple, compound, complex) and provide with guide for students. Provide short extract from novel and ask students to identify the sentence types used. Students write a creative response to chapter 28. This could be in the form of fiction writing (story or narrative), or non-fiction writing (article, essay, leaflet, speech, letter). HA: Work independently from the lesson using sentences with multiple subordinate clauses, semi colons, colons and dashes. Peer assessment: Students use coloured pencils to identify simple, compound and complex sentences in each other's work. Compare modern police with those in the 19th century (provide short non-fiction extract or images). Skip chapter 29 and 30. Summarise using summary sheet. Read Chapter 31. Think, pair, share: How are the police/law presented in this chapter? <u>Investigate:</u></p>			

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	<p>Stations could include video from 6.08 onwards, extracts from Chapter 32, extract of non-fiction from the website links Model annotation of key quotation and writing of Reading response. Create success criteria using model. Students use success criteria to annotate key quotation and write their own Reading response answering the question: How does Dickens present police and the law? Students should aim to include ideas about context from the investigate. On their post it from the starter, students write Dickens' opinion of the 19th century police force.</p> <p>Display images of countryside and city. Ask students to discuss the differences. Come up with contrasting adjectives to describe both. Read Chapter 32. Explicit teaching of juxtaposition using a range of examples (text and image based) Students fill in a table, identifying juxtaposing imagery of London vs countryside in this chapter and considering its effect. HA: Students could select juxtaposing evidence from earlier chapter depicting London streets. Exit ticket: How does Dickens juxtapose the country and the city?</p> <p>Things seem to be going quite well for Oliver at the moment...can you predict what happens next? Skip chapter 33. Summarise using summary sheet. Read Chapter 34. Explicit teaching of subject vocabulary- 'tone' 'first person narrative'. Share short extracts from various sources and ask students to identify the tone of each- provide box of 'tones' on board for them to choose from. Create success criteria for manipulating tone (e.g. careful sentence structure, punctuation for effect, specific vocabulary choices etc.) Model planning and writing process for manipulating tone (perhaps model from perspective of the Jew).</p>			
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		<p>Students plan and write from the perspective of Oliver at the end of Chapter 34 after seeing the two men through the window. They should carefully manipulate tone to reflect how he is feeling. Peer assessment checking for how convincing the tone is. Give Next comment for improvement.</p> <p>Ask students- what are the features of a letter? They can check back in books and remind themselves. What can you recall about Mr Bumble's (the village beadle) character from previous readings? Skip chapter 35 and 36. Summarise using summary sheet. Read Chapter 37. Discuss how Mr Bumble's feelings are conveyed in this chapter- focus could be on his position as Master of the workhouse, or his loss of bachelorhood by marrying Mrs Corney. Plan and model writing a letter to explain. Create success criteria using model. Students use success criteria to write a convincing letter to explain Mr Bumble's feelings in this chapter. HA: Students could work independently from the lesson writing an analytical response to the question: How does Mr Bumble change throughout the course of the novel? Students peer mark each other's letters against success criteria and label features of a letter using red pen.</p> <p>Homework:</p>			
5	To be able to: explain how Dickens uses language to create a vivid setting	<p>Activities: Various images of poverty-stricken areas of Victorian cities. Ask students to come up with adjectives to describe them. Write a few sentences from the perspective of a pauper living there, describing what it is like. Read Chapter 38 (for weaker sets, just read the opening few pages and then summarise the rest of the chapter using summary sheet).</p>			

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	<p>explore how Dickens develops Nancy's character evaluate the effect on the reader link my paragraphs using discourse markers</p>	<p>Without discussion, students answer question: How does Dickens present the setting? (Refer to success criteria from starter- what sort of language features does he utilise?) MUST BE INCORPORATED INTO LESSON: Close Reading of extract from starting on the third paragraph 'This place was far from being a place of doubtful character...' until 'the rain commenced falling violently down'. For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class). HA: Students could work independently from lesson writing an analytical response that answers the question: How does Dickens use pathetic fallacy to enhance his description of a setting? Students revise answer from post it note, using evidence from the Close Reading.</p> <p>Image of Nancy on board or clip from film. Students explain their opinion of Nancy to each other in pairs using sentence stems. Skip Chapter 39 and summarise using summary sheet. Read Chapter 40. <u>Guided learning:</u> Independent students work through three 5 minute tasks exploring how Dickens has developed the character of Nancy in the novel- choose three specific foci (adjectives, verbs, exclamatory sentences, characterisation etc.) Exit ticket: Students explain their opinion of Nancy's character development using connectives to develop their ideas</p> <p>What does it mean to evaluate? Read Chapter 41 (shorten amount of reading to second half of chapter, or summarise if required using summary sheet) Explicit teaching of subject vocabulary- 'evaluate' and 'effect on the reader' (explain that in starter they were evaluating their bag and its qualities).</p>			
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		<p>Teach OHEE (overall, how, effect, evaluate) formula for answering an evaluate question and provide with basic example. Students colour code the example in places where it meets the formula. Display question- A Student said: 'In this chapter, the reader finally feels satisfaction as Oliver is able to clear his name with Mr Brownlow'. To what extent do you agree? (Alter question to suit your class/ interpretation!)</p> <p>Provide short extract for students to highlight and annotate in order to plan their answer. Students answer the evaluate question using the formula.</p> <p>What are the rules for changing paragraphs? Skip Chapter 42 and 43 and summarise using summary sheet Read Chapter 44. Explicit teaching of subject vocabulary- 'discourse markers'. Revision of when to change paragraphs using TiPToP. Provide model and asks students to identify use of discourse markers. Discussion about the effect that they have on the paragraphs. Students write from the perspective of Nancy explaining how they feel about breaking the promise to Miss Maylie, living with Sikes and being part of Fagin's crime gang. They should use discourse markers to seamlessly link their paragraphs. Students peer assess- highlighting the discourse markers in their partner's work.</p>			
		<p>Homework:</p>			
6	To be able to: explain how Dickens creates a sense of foreboding	<p>Activities: What methods can a writer use to create a feeling that something bad will happen later in the text? Skip Chapter 45 and summarise using summary sheet Read Chapter 46. Explicit teaching of subject vocabulary- 'foreboding'.</p>			

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	<p>analyse how Dickens presents Sike's guilt write a compelling speech to persuade evaluate Dickens use of poetic justice</p>	<p>MUST BE INCORPORATED INTO LESSON: Close Reading of extract from this chapter with focus on how Dickens creates a sense of foreboding. For Close Reading to be most effective- teacher should write a series of word and phrase level Qs focused on this section of text. (These should be differentiated for the ability of the class). How many of your methods from the starter did Dickens use in this chapter to create a sense of foreboding?</p> <p>On a post it, what is your opinion of Sikes so far? Skip Chapter 47 and summarise using summary sheet Read Chapter 48 (shorten and summarise if required using summary sheet). Without discussion, students answer question: How does Dickens present Sike's guilt?</p> <p>MUST BE INCORPORATED INTO LESSON: Analytical TDQs- Close Reading of extract from this chapter focused on language used to present Sike's guilt. For Close Reading to be most effective- teacher should write a series of word and phrase level TDQs focused on this section of text. (These should be differentiated for the ability of the class). Students revise their answer from the post it note using their deeper understanding from the Close Reading.</p> <p>Skip Chapter 49 and summarise using summary sheet. Students make notes about Monks' relationship to Oliver. Read Chapter 50 (shorten amount of reading and summarise if required using summary sheet in G; drive). Teach AFOREST persuasive language features (differentiate features depending on ability of set) Provide model example and ask students to identify persuasive language features (model could be persuading wealthy people to be more charitable and help the poor, or something along those lines).</p>			
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		<p>Students use persuasive language features to write a speech to London's criminal gangs persuading them to give up Bill Sikes to the police so that he can be punished. HA: Students use more complex features within their work- e.g. idioms, dissonance, allusion, etc. Now that Sikes is dead and Fagin has been arrested, make a prediction for the end of the novel.</p> <p>What is your favourite type of ending to a book? (happy /tragic/ cliff-hanger etc.) Contiguous reading of Chapter 51, 52 and 53 (use video clip, https://www.youtube.com/watch?v=YzcQpzSv9eY shorten and summarise if required using summary sheet). Explicit teaching of subject vocabulary- 'poetic justice'. Revise OHEE (overall, how, effect, evaluate) formula for answering an evaluate question and provide with basic example. Students colour code the example in places where it meets the formula. Display question- A Student said: 'There is a sense of poetic justice as the writer rewards all the good characters and punishes all of the bad ones'. To what extent do you agree? (Alter question to suit your class/ interpretation!) Students answer the evaluate question using the formula.</p> <p>Students self-assess their response, colour coding it using the formula.</p> <p>Homework:</p>			
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