



Year 7 - Oliver Twist
Grades D,E,F

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6-7 weeks 31 lessons	Students learn how to make informed personal responses, use quotes to support points. They will show understanding between texts and the contexts they were written in. The unit provides various Reading, Writing and Speaking and Listening Assessment opportunities, the final Reading assessment asks students to respond to one exam style question based on an extract.	Basic knowledge of Dickens' time <ul style="list-style-type: none"> • Understanding of some Victorian language e.g. use of cockney Rhyming slang.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Mid-unit Assessment: <i>How does Charles Dickens present Oliver Twist's hardships in Act 1?</i> <i>Consider language and the social historical contexts.</i></p> <p>End of Unit Assessment: <i>How does Dickens present innocence and forgiveness in the play?</i></p> <p><i>How does Dickens present some of the different attitudes towards the poor, including Oliver Twist?</i> Write about:</p> <ul style="list-style-type: none"> • The surgeon's view when Oliver was born • The treatment of the orphans in the workhouse • Mr Sowerberry and the pauper scene • Noah Claypole's remarks and behaviour towards Oliver • Mr Brownlow's treatment of Oliver <p>30 marks</p> <p>AO1 – Read, understand & respond to texts.</p>	Peer assessment :Lesson 2 and 9 Self-assessment :Lesson 15	Spelling <ul style="list-style-type: none"> • I can sound our phonemes to aid my spelling • I can break words into syllables to aid my spelling Grammar <ul style="list-style-type: none"> • I can use full stops at the end of sentences • I can use capital letters at the beginning of sentences • I can use capital letters for proper nouns • I can use question marks effectively Understanding <ul style="list-style-type: none"> • I can skim and scan the text to find specific details • I can apply my knowledge of word derivations and word formation to aid my reading • I can switch strategies effectively between skimming, scanning and intensive reading • I can recognise the key words in a question by underlining or highlighting them • I can make reference to the text • I can understand some of the meanings in a text • I can show a developed understanding of the main meanings in a text Language Analysis



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<p>Students should be able to:</p> <ul style="list-style-type: none"> • Maintain a critical style & develop an informed personal response. • Use textual references, including quotations, to support & illustrate interpretations. <p>AO2 – Analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology – Show understanding of the relationships between texts & the contexts in which they were written.</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4 – Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.</p>		<ul style="list-style-type: none"> • I can recognise the main verb in a sentence • I can recognise the tense of the main verb in a sentence • I can recognise the adjectives used in a sentence • I can recognise the concrete nouns used in a sentence • I can recognise the adverbs used in a sentence • I can recognise the abstract nouns used in a sentence • I can recognise the closed word classes used in a sentence • I can identify the figurative language used in a text • I can select interesting uses of language in a text
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
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1.	Can you locate relevant information using the internet?	LA: Find out 10 facts about Dickens MA: Research workhouses HA: find about Victorian Times e.g. poverty, industrial revolution, life for children.	When you are doing a research what do you think you are looking for?	KWL grid – complete 'K' and 'W' columns as a class.	Research using internet in order to complete 'L' column Teacher assessment during questioning and feedback.		When was Charles Dickens born? What have we learnt about Dickens? How was life different in Victorian London compared to now?
2.	Can I present my work effectively?	All: Talk in purposeful and an imaginative way to explore ideas and feelings.	What do you think speaking and listening is?	Brainstorm what makes a good speaking and listening presentation? Give groups time to prepare presentations on research topics.	Each group presents topic answering questions from audience when presentation complete. Pupils to take note on each topic in exercise book Peer Assessment: Students to assess each group using criteria agreed.	find out 10 facts about the novel Oliver Twist	Feedback from teacher.
3.	Can I use prediction as a tool for active reading?	LA: To describe the image on the cover MA: To make predictions about plot HA: to predict about plot and character.	What can you see on the cover? What might the story be about? Can you predict what Oliver's character might be about?	Introduce the term prediction Teacher models prediction from any book cover that comes to hand, talk about title, images, and blurb.	Students given four book cover from different genres and discuss in groups what the book will be about. In pairs, pupils predict the story and Oliver's character by looking at four book covers – justifying their answers.		Feedback from pupils (story and Oliver's character) Pupils to copy brainstorm for reference later.
4.	How do I vary the structure of a sentence?	<u>LA:</u> given sentence openers to help them write complex sentences MA: required to produce a variety of sentence types.	What is a subordinate clause?	Model sentence with subordinate clause at the start. Pupils to write at least three similar sentences. Less able given writing frame cloze procedure with connective missing and word bank.	Give each group one name from the play In groups, pupils analyse the names of selected characters (resources 2). Students write a paragraph describing the character deducing it from their name. Teacher to set success criteria.		What is a sentence? Can you point to the verb in the sentence? What is a subordinate clause?



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5.	What are the features of a play script?	HA: To be able to identify features of a play script & its function LA MA: To be able to understand how meaning is conveyed through stage direction and language of characters.	Brainstorm what makes a play script/students complete 'Play script starter worksheet' which can be used for a mini plenary.	Discuss purpose of features etc. NB – those classes who have done this activity can recap (using mini white boards) the features and purpose of a play script.	Read Scene 1 Differentiation through questioning for Scene One No hands up questioning Lollipop sticks –colour coded Red/ Orange/ Green Phone a friend	What does the stage direction tell us about the day/time the scene is set? L3 What is the surgeon's attitude to the woman he is helping to give birth? L3 What might the stage direction suggest to the audience about what we are going to read? L4-5 What is your reaction to the surgeon's character? L4-5
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6.	Can a person's name reflect their character?	Differentiation through questioning for Scene One.	Show/read out name of character which students draw using white board.	What kind of personality would this character have? Possible names: Mrs Sharp Mrs Flint Mr Darling Mr Mirth	<p>Read Scene Two. Differentiation through questioning. The following tasks can be done in class: Students write 2 questions each for the characters in this scene using Blooms taxonomy/Questions: Getting the right' hand-out (questions for top, middle and low ability group). Q&A follows. Bonus Activities: (L3-4 – in groups) In groups of 4-5: Produce a freeze frame picture capturing what the workhouse really is like. Discussion by class about what they see is happening/identify characters etc.</p> <p>Now produce a freeze frame picture what Ms Mann would like Mr Bumble and the world to see.</p>	<p>Is Ms Mann a good woman? L3</p> <p>Can you find evidence to show this? L4</p> <p>Why does Mr Bumble say Ms Mann is a 'humane woman'? Do you agree? Explain. L4-5</p> <p>Revisit KQ: Do you think Mr Bumble and Ms Mann's name are appropriate for their character Pupils to assess dramatisation (WWW EBI...?) Students to set Success Criteria for homework.</p>
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7	Can I say what the difference is between prose and play script.	LA-Identify the difference MA-Explain the differences HA- Analyse the differences.	Give students an image from the scene and ask them to compare and contrast the images. In a short paragraph.	Visit KQ and Key Words: prose & recap play script. KWs: prose, script.	Read Scene three. After reading Scene three, read prose version of the scene. Differentiation through questioning and task L5 group: Compare and contrast which version is effective and why. L4 group: How would you dramatise the prose? What choices will you make? L3 group: Dramatise the scene. What made it possible for you to do this? If this was the prose, would you have found it easy/difficult to role play? Alternative task: Lower ability students draw a comic strip/story board of the scene using the script.	What is your opinion of the 'education' Oliver is going to receive? L4-5 Imagine you are Oliver. One word to describe how you felt after you drew the short straw...? L3
8.	Can I analyse my own reading strategy?	Grouping by ability. Teacher (or TA) conducts a guided reading session with the LA group. Groups given specific levels to aims for (i.e. "you are writing for a group of people on Level 4)."	Set a SPaG settler	Activation of prior knowledge: show me boards – techniques for finding information.	In groups, read scenes 4, 5 and 6 (9 pages = 20 minutes). Devise comp Qs for another group to answer (max 5). Grouping by ability. Teacher (or TA) conducts a guided reading session with the Level 3 group. Groups given specific levels to aims for (i.e. "you are writing for a group of people on Level 4)."	Which reading techniques did you use? (How) Did they help you?
9.	Can I assess another group's work and judge their level?	Grouping by ability. Teacher (or TA) conducts a guided reading session with the	Set a SPaG settler	What do you think we are looking for, when we are ,marking each other's work?	In groups, return to your Qs and write a mark scheme to go with them. Swap Qs with another group and answer. Grouping by ability. Students asked to target Qs at specific levels. Peer assessment using student mark schemes.	Feedback, how well do you think that went, how can we improve it next time.



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10	Can we identify the difference between accent and dialect?	In terms of ability where the more able pupils perform the major roles and the least able, minor roles. LA-Match up dialect words with given translation. MA-Write their own translation of the same words.	Starter: Discuss the difference between accent e.g. imitate certain words from British accents, and dialect E.g. lass (girl), bairn (child).	Introduce cockney as a London accent which has its own dialect.	Read scene 7 as a class Point out Artful Dodger's use of dialect. Match cockney words from text to given definitions. Opportunities for pupils to assess their partner's understanding of accent and dialect. Levels 3-4: Match up dialect words with given translation. Levels 5-6: Write their own translation of the same words. Pupils' feedback answers from Resource 5 & 6. List 3 things their neighbour has learnt today.	Informing Replying Tracking L-Do you know anyone who has a different accent from yourself? M-Can you explain the difference between and dialect? H- Can you provide an example of dialect in scene 7 and explain what it means?
11	Can we use rhyming slang in a script to engage the audience?	Play a few audio clips of different accents. See if students can identify the accents.	Recap on accent/dialect.	Introduce rhyming slang as language developed by criminal underclass and the coasters of Victorian England.	Writing/ Speaking & Listening *Find rhyming slang for words on worksheet. *Imagine you are an EastEnders market trader, selling uniform items (Pupils peer mark their partner's work, assessing whether or not they have used rhyming slang correctly put rhyming slang in to sentences). LA-Imagine you are an EastEnders market trader, selling uniform items. Put rhyming slang in to sentences. : Imagine you are Oliver, walking to London with the Dodger. Write a script of the conversation, using rhyming slang.	Tracking Target setting L- Can you identify any slang words which teenagers use nowadays? M—Where do you think slang terms originate? H- Do you think slang could ever be wiped out? Give reasons for your answer.



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12	Can you use reading techniques to gain meaning from a text?	LA In ability pairs, pupils come up with sentences which demonstrate explicit characterization. MA In ability pairs, pupils come up with sentences/short paragraph which demonstrates implicit characterization.	Explain the terms 'Implicit' and 'Explicit' in terms of characterization.	Model an example from Oliver Twist (Mrs. Mann).	Read scenes 8 & 9 *Provide photocopy of section of text After reading, model text marking technique on whiteboard, finding characteristics of Fagin. Allow time for pupils to work in pairs, text marking for characteristics of Fagin. In ability pairs, pupils share their sentences with each other & comment on effectiveness of technique. Teacher chooses students to share work with class, and provides comments on how to improve. Find an extract from a text which demonstrates explicit characterization (L), and implicit characterization (M & H). Copy this in to your books or photocopy it and text mark the explicit or implicit characteristic.	Find an extract from a text which demonstrates explicit characterization (L), and implicit characterization (M & H). Copy this in to your books or photocopy it and text mark the explicit or implicit characteristic.	L –Who is your favorite character in Oliver Twist so far and why? M—Why do you think Oliver is such an interesting character? H- When we comment on characterisation, what does a reader have to look for in a text?
13	Can you extract information from a text?	LA: Pupils use their text marking to complete worksheet on Fagin's character finding quotations as evidence MA: Pupils choose and analyse one more character in the same way.	Recap on explicit and implicit characterisation.	Student in pairs using an example from the text.	Individually, pupils use their text marking to complete worksheet on Fagin's character finding quotations as evidence *Pupils then choose and analyse one more character in the same way. Pupils discuss their choice of quotations and comment on the relevance of each other's quotes.		L –Can you name a character in 'Oliver Twist' that you don't like? M—Can you identify one characteristic of Fagin and say what it shows the reader about him? H- Is Fagin a completely 'bad' man? Can you find textual evidence to support your opinion.



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14	Are we able to extend spoken repertoire through performance?	LA: Teacher to check with each pair that they understand vocabulary and what happens in their chosen scene. MA/HA: Teacher to discuss with pairs how they can enhance the audience's understanding of the scene through the development of characterization.	Read scenes 13, 14 & 15 in pairs. →		Prepare a performance of one scene Whole class set criteria for assessment of successful performance of scenes (next lesson).		Ask for feedback from pairs about any problems encountered in preparing performance. Whole class to share ideas for solving specific problems.
15	Can we make decisions about character through performance?	. In terms of ability where the more able pupils perform the major roles and the least able, minor roles.	Outline the criteria for performance. →		<u>Speaking and Listening:</u> Perform scenes from every group, providing immediate feedback from teacher and peers. Opportunities for pupils to assess their own and peer work. Pupils need to set their own success criteria.		Pupils answer the key question. -What decisions did you make about character? - What led you to those decisions?
16	How can we write cohesively?	Through support sheet where statements are differentiated.	Model example of cohesive writing.	Brainstorm main techniques.	Read Scene 16 in groups. In their white boards, pupils would be asked to write the three most important events. In pairs, pupils work out the order of paragraphs in Nancy's diary.	Pick a scene from the play and write a diary entry for one of the characters, focusing on cohesion between paragraphs.	Feedback: Pupils justify why they order in the way they have.



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17	To explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.	Through support and questioning.	What is dramatic irony?	Who is the most important person in the room-actors or audience? Why?	Pupils read scene 17 and 18. How does the audience feel at the end of the scene? Explain dramatic irony and ask pupils in pairs to identify the effect of dramatic irony. Pupils write individual definitions on post it notes. Groups would be asked to decide on a class definition.	Pupils come up with a whole class definition and for a class discussion as to why it is the best one?
18	Can we use a variety of dramatic techniques in our presentations?	Through support with differentiated prompts.	Recap on dramatic techniques e.g. freeze frame, thought tracking, tableau etc.	Look at scene 19 as a class. In pairs write one reason why this scene has no speech in it.	In ability groups, create a sequence of three tableaux that summarize the scene.	Select three or four pairs to perform their tableaux and as a class do a hot seating. What would you ask Mr. Brownlow at this point?
19	How can we analyse character using their language?	To identify/explain and analyse character and select appropriate textual evidence to back up their points.	Teacher writes a statement on the board. 'Oliver is honest'. Students discuss the point.	Pupils would be asked to pick textual evidence to support this.	Pupils would be asked to pick textual evidence to support this.	Pupils answer the key question.
20	How can we use quotations effectively in PEED answers?	LA: To answer questions correctly. MA: To use quotations to back up points made. HA: To explain points made and quotations in an analysis.	Model use of speech marks.	Pupils find an example from text.	Read scene 21/22 as a class.	L-Who is Mrs. Bumble and Mr. Mann? M- What does Oliver ask Nancy? H-Nancy tells Oliver that Bill is going to use him for 'No good then'. What does she mean by this?
21	How does a playwright create an effect on the audience?	Through questioning.	A quick recap on the previous lesson.	Choose one character and tell me something you know about them.	Read 23/24/25 as a class and then create an excitement-o-meter for the 3 scenes on sugar papers. Pupils explain choices during presentations: Lollipop sticks.	WWW EBI



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22	How can we evaluate our learning so far?	What does evaluation mean? Differentiation Through questioning.	Write a quick summary of what you remember reading last lesson.	Which reading techniques have we covered?	Read 26/27/28 and 29. Stop between scenes to explain the plot and ask questions about characters Use post it notes: car park.		Hot seating the main characters from this scene.
23 - 24	How can we deduce information from a text? Can we provide evidence?	LA: Match quotations to statements. MA: Provide relevant quotations to say what they tell us. HA: Look for what specific words tell us.	Recap on scenes 26-29.	In groups, use the clue to make deductions about Oliver's life history (resource 13).	<i>Reading</i> Use relevant quotations from the text to support your deductions.		Present your findings on sugar paper as a group.
25	How can we understand the plot of the play?	LA: Scaffolding PEE with sentences starters. MA: Writing frame with less scaffolding. HA: Find quotations that specifically show Fagin's relationship with other characters.	Write a sentence or two describing what you know about Oliver so far.	Allocate roles to students to read aloud.	<i>Reading:</i> Read scenes 30-32 as a class. Pick pupil out first – then ask question about the text and the plot as you read to ensure concentration. Pupils to find a word that describes Nancy's actions. Pupils to justify their point of view using PEE. Assign roles to pupils using Speaking and Listening levels.		Pupils share their answers with the class.
26	Can I understand the structure of a newspaper report?	LA: Provide newspaper template with sentence starters. MA: Provide a list of useful phrases that could be included in a newspaper report. HA: To write an editorial on the killing of Nancy, with a focus on their own opinion.	Recap on scene 32. What happens? How do we feel about it?	Provide students with an image from the next scene.....students annotate the image, describe what they believe is happening.	Recap on writing headlines and 1 st sentences (from earlier work). Model structure of newspaper report – 5ws+H triangle (resource 14). Pupils to fill in sheet finding information about murder of Nancy from text (resource 15).		Gather answers on the board as a resource for next lesson. Ask pupils which non-fiction text type this fits into.



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27	How can we transfer the plot of the play into a newspaper report?	LA: To work on headline and first sentence of the article. MA: To work on What, Who and When, and Where. HA: To work on Why and How.	Give an example of 5W +H text highlighting the examples.	Recap on 5Ws+H structure. Writing to inform techniques need to be made explicit.	Class split into groups (see diff. column). Each group writes their designated paragraphs. Pupils in level groups:	Write newspaper report about Nancy's murder.	Read newspaper report in sequence so pupils have modelled structure.
28	Can I form a personal opinion about a text?	LA: Provide format for answering questions using PEE. MA: Have to answer the questions using PEED. HA: Answer the questions using PEED but have to include their personal opinion.	Recap on PEED.	Provide an example of text using PEE, students highlight the text labelling PEE.	<i>Reading</i> Read scenes 33 and 34 Answer questions from back of book on these two scenes using PEED. Feedback to the class. Assign roles to pupils using Speaking and Listening levels.		How do you feel about the ending in general? Stress importance of personal opinion.
29	How can I understand the language devices used in review writing?	LA: Scaffolding with sentence starters for writing a review. MA: Have to come up with language devices for a specified audience – school magazine. HA: Have to come up with language devices for a specified audience – adult newspaper.	What is a review? Students work in groups and write examples and a small explanation. L2: Have you read a review before? L3: Can you say what a review is? L4: What does a review set out to do? L5: Why would someone read a review?	Brainstorm responses on the board.	Present pupils with paragraph from a review – pupils to highlight the language devices (resource 16). <i>Writing:</i> Languages devices used in review writing – present tense, 3 rd person, adjectives that show bias, avoiding use of "I"...		Pupils to refer back to their own writing and highlight review language techniques in their own work.



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30	How I understand the structure of a review?	LA: Match halves of sentences with connectives. MA: Provide a list of connectives. HA: Need to use more sophisticated connectives (compound words).	Connectives activity (resource 17a). Connect sentences using appropriate connective.	L2: Tell me one basic connective that we use every day. L3: What is a connective? L4: Explain why we use connectives. L5: Give me a connective that emphasises a point you are about to make.	Present class with modelled book review (resource 17). Pupils to summarise each paragraph in pairs. Put structure up on board and point out need for connectives.		Quiz – five questions on writing reviews – techniques etc.
31	Can I write a review of the play?	LA: Scaffolding with sentence starters for writing a review. MA: Have to write for a specified audience – school magazine. HA: Have to write for a specified audience – adult newspaper.	L2: Tell me one thing you liked/didn't like about the play. L3: Would you go and see the play yourself? L4: How could the play be improved? L5: Why would this be a good play to take a class of year 7 English pupils to see?	Planning your work. Give examples of how NOT to plan work.	Pupils to plan a 5 paragraph review of Oliver Twist. Pupils to begin writing their review.	Write your review of Oliver Twist using your plan.	Set success criteria for their review.