

Autumn Term One - Suffering and Corruption						
			Thematic Lesson Focus	Creative Writing Lesson Focus	Homework	Assessment Reflection and Progress (RAP)
Autumn 1	04.09.23	Week 1	<p><b>Enquiry Question: How does Dickens present suffering in the 19th century?</b></p> <p><b>Reading Focus:</b> Oliver's birth' extract Charles Dickens. Reading for contextual information.</p> <p><b>Analysis Focus:</b> Use of language to describe Oliver's birth.</p> <p><b>Secondary Material:</b> William Blake's 'Infant Sorrow.' Comparison of key themes explored by Dickens and Blake.</p>	<p><b>Revision of Sentence Types:</b> Compound and Complex. Revise use of a comma in a list and to indicate a subordinate clause. Focus on use of a comma in a subordinate clause.</p>	<p><b>Wider Reading:</b> 19<sup>th</sup> Century England Context Information.</p>	
	11.09.23	Week 2	<p><b>Enquiry Question: How does Dickens present suffering in the 19th century?</b></p> <p><b>Oracy Focus:</b> Discussion linked to ideas of identity, class, injustice and responsibility.</p> <p><b>Analysis Focus:</b> Development of characterisation.</p> <p><b>Secondary Text Reading Focus:</b> William Blake 'Infant Joy.' Comparison of perspectives as shown by Dickens and Blake.</p>	<p><b>Creative Sentence Types:</b> Use of complex sentence. Use of comma sandwich linked to description of Victorian London.</p>	<p><b>Wider Reading:</b> William Blake's Songs of Innocence and Experience.</p>	GL Assessment
	18.09.23	Week 3	<p><b>Enquiry question: How does Dickens present suffering in the 19th century?</b></p> <p><b>Reading Focus:</b> Oliver Asks for More. Methods have meaning.</p> <p><b>Analysis Focus:</b> Explicit and implicit ideas present in the text linked to context.</p> <p><b>Secondary Text Reading Focus:</b> William Blake's 'The Chimney Sweeper.' Exploration of key themes, writer's intent and links to context.</p>	<p><b>Creative Sentence Types:</b> Application of comma sandwich complex sentence linked to description of Victorian London.</p>	<p><b>Creative Writing:</b> Letter of Complaint using Boxing to Argue structure.</p>	RAP: Key Vocabulary
	25.09.23	Week 4	<p><b>Enquiry question: How does Dickens present suffering in the 19th century?</b></p> <p><b>Secondary Material Reading Focus:</b> Nicholas Nickleby meets Mr Squeers. Reading for context.</p> <p><b>Couch to 5K Writing Focus:</b> Introduce appositives and epithets as a method to describe Oliver.</p> <p><b>Analysis Focus:</b> Analysis of Key Quotations - methods have meaning. Analysis of</p>	<p><b>Creative Sentence Types:</b> Use of the semicolon to join closely connected ideas in a sentence linked to description of Victorian London.</p>	<p><b>Wider Reading:</b> Ragged Schools</p>	RAP: SPAG

			metaphor and simile using tenor, vehicle and ground.			
	02.10.23	Week 5	<p><b>Enquiry Questions: How does Dickens use metaphor to develop characterisation?</b></p> <p><b>Reading Focus:</b> The Artful Dodger' extract focusing on presentation of key themes.</p> <p><b>Analysis Focus:</b> Analysing metaphors using tenor/vehicle/ground using the description of the boys in Nicholas Nickleby.</p> <p><b>Couch to 5k Writing Focus:</b> Using epithets to structure thesis statements.</p>	<b>Creative Sentence Types:</b> Application of comma sandwich sentence and sentences using a semicolon to build up a description of Victorian London.	<b>Creative Writing:</b> Description of a Ragged School.	
	09.10.23	Week 6	<p><b>Enquiry Question: How does Dickens use methods to describe London?</b></p> <p><b>Reading Focus:</b> 'London' extract from Oliver Twist. How does Dickens use methods to create a description of London?</p> <p><b>Couch to 5k Writing Focus:</b> Epithets to describe a setting. Write a thesis statement about the city of London.</p> <p><b>Secondary Text Reading Focus:</b> 'London' by William Blake. Exploration of themes and make links to description of London in Oliver Twist.</p>	<b>Creative Sentence Types:</b> Use of a colon in a sentence for clarification linked to description of Victorian London.	<b>Wider Reading:</b> 19 <sup>th</sup> Century England Context Information.	<p><b>RAP:</b></p> <p>Methods Have Meaning</p> <p>Knowledge of Subject Terminology</p>
	16.10.23	Week 7	<p><b>Enquiry Question: How does Dickens use methods to present Fagin as a villain?</b></p> <p><b>Reading Focus:</b> Description of Fagin. Exploration and analysis of language used and related imagery.</p> <p><b>Analysis Focus:</b> Conventions of a hero and villain linked to Fagin.</p> <p><b>Couch to 5k Writing Focus:</b> Using epithets to structure thesis statements about Fagin.</p>	<b>Creative Sentence Types:</b> Application of three different sentence types taught to writing a paragraph describing Victorian London.	<b>Knowledge:</b> Revision of Key Vocabulary. Use of correct homophone.	
	23.10.23	Week 8	<p><b>Enquiry Question: How does Dickens use methods to present Bill Sikes as a villain?</b></p> <p><b>Reading Focus:</b> 'Bill Sikes' extract</p> <p><b>Analysis Focus:</b> Presentation of Bill Sikes as a villain.</p> <p><b>Secondary Text Reading Focus:</b> 'Heathcliff' from Wuthering Heights extract.</p>	<b>Edit and Redraft:</b> Students to edit and redraft description of Victorian London.	<b>Wider Reading:</b> Suffering in our world today.	
Autumn Term Two - Suffering and Corruption						
Autumn	06.11.23	Week 1	<p><b>Enquiry Question: How does Dickens use methods to present Bill Sikes as a villain?</b></p>	<b>Development of Vocabulary:</b> Use a description of Victorian London written by	<b>Knowledge:</b> Consolidation of Key Vocabulary.	<p><b>RAP:</b></p> <p>Couch to 5k Skills</p>

			<b>Reading Focus:</b> Bill Sikes threatens Oliver. <b>Analysis Focus:</b> How does Dickens use methods to present Bill Sikes as a villain? <b>Presentation of Bill Sikes as a villain using epithets and thesis statements.</b> <b>Oracy Focus:</b> Oracy discussion linked to the presentation of villains encountered so far – Fagin, Sikes, Bumble and Heathcliff.	Dickens to revise sentence types and magpie vocabulary.		Thesis Statements
13.11.23	Week 2	<b>Enquiry Question: How does Dickens use methods to present Bill Sikes as a villain?</b> <b>Reading Focus:</b> Breaking in extract – the exploitation of Oliver. Make links between Sikes and Fagin as villains. <b>Analysis Focus:</b> Use of description and dialogue to build tension. How does Dickens description of setting increase tension in this extract? Use of dialogue to convey Oliver’s role as a victim and Sikes as an aggressor <b>Couch to 5k Writing Focus:</b> Writing thesis statements using epithets in analysis of the character of Bill Sikes.	<b>Dissecting Writing:</b> Use a Dickens description of Oliver being dragged through the London streets to show how to be discerning with sentence types and vocabulary choices.	<b>Knowledge:</b> Oliver Twist Plot Summary		
20.11.23	Week 3	<b>Enquiry Question: How does Dickens use methods to present Fagin as villainous?</b> <b>Reading Focus:</b> ‘Fagin’s revenge’ <b>Oracy Focus:</b> Oracy discussion of Fagin’s manipulation and Nancy’s betrayal <b>Analysis Focus:</b> Focus on imagery used to describe Fagin’s ‘lair.’ <b>Secondary Text Reading Focus:</b> Extract from Wuthering Heights Bertha Mason description.	<b>Deconstructing Sentences:</b> Using a model description assess students understanding of different sentence types.	<b>Wider Reading:</b> Literature’s most hated villains		<b>RAP:</b> Couch to 5k Skills Thesis Statements
27.11.23	Week 4	<b>Enquiry Question: How does Dickens use methods to present the character of Nancy?</b> <b>Reading Focus:</b> ‘Fatal Consequences’ extract. <b>Oracy Focus:</b> Discussion around the build-up of tension and anxiety in the reader, the use of violent verbs to portray Bill Sikes’ fury. <b>Analysis Focus:</b> The presentation of Nancy using analysis of key quotations and appositives. <b>Couch to 5k Writing Focus:</b> Writing thesis statements using epithets.	<b>Introduction to Slow Writing:</b> Introduce the concept of slow writing. Students to apply knowledge of sentence types to a description of Oliver being dragged through the streets of London.	<b>Wider Reading:</b> Crime and Punishment in the Victorian Era		

	04.12.23	Week 5	<b>Consolidation Week</b> <b>Reading Focus:</b> Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. <b>Analysis Focus:</b> Consolidate analysis of metaphors using tenor/vehicle/ground. <b>Couch to 5k Writing Focus:</b> Consolidate using epithets to write thesis statements.	<b>Slow Writing:</b> Edit and Redraft description from previous lesson.	<b>Wider Reading:</b> British Library Article: Crime in Oliver Twist	RAP: Key Vocabulary
	11.12.23	Week 6	<b>Consolidation Week</b> <b>Reading Focus:</b> Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. <b>Analysis Focus:</b> Consolidate analysis of metaphors using tenor/vehicle/ground. <b>Couch to 5k Writing Focus:</b> Consolidate using epithets to write thesis statements.	<b>Slow Writing:</b> Students to devise their own criteria for a slow writing task using the sentence types taught and methods have meaning from thematic lesson.	<b>Wider Reading:</b> Dickens as a social novelist.	
	18.12.23	Week 7	<b>Consolidation Week</b> <b>Reading Focus:</b> Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. <b>Analysis Focus:</b> Consolidate analysis of metaphors using tenor/vehicle/ground. <b>Couch to 5k Writing Focus:</b> Consolidate using epithets to write thesis statements.	<b>Slow Writing:</b> Edit and Redraft description from previous lesson.	<b>Knowledge:</b> Revision of Academic Vocabulary: Use of analytical verbs	Assessment 1
Spring Term One - Empathy and Judgement						
Spring 1	08.01.24	Week 1	<b>Enquiry Question: How does Geda explore Enaiat's response to desertion?</b>  <b>Reading Focus:</b> Author's Note reading and predictions. Discussion of the title. <b>Oracy Focus:</b> Main character's relationship with his mother <b>Analysis Focus:</b> Enaiat's reaction to his mother leaving. Inferences about impressions of Afghanistan from the text. <b>Secondary Text Reading Focus:</b> Chinua Achebe's 'A Mother in a Refugee Camp.' Comparison between attitudes of the mothers in 'In the Sea,' and the poem.	<b>Revision of Sentence Types:</b> Revise sentence types from previous term. Link to non-fiction writing use of semicolon and colon clarification.	<b>Wider Reading:</b> Context linked to The Hazara in Afghanistan	
	15.01.24	Week 2	<b>Enquiry Question: How does Geda present Enaiat's terror?</b>  <b>Reading Focus:</b> Afghanistan (page 19-25) Terror and the fear of invasion.	<b>Creative Sentence Types:</b> Introduce the three-verb sentence type. Link to rule of three in persuasive writing using the question 'How do we value education today?'	<b>Wider Reading:</b> Extract from I Am Malala, a memoir by Malala Yousafzai	

			<p><b>Oracy Focus:</b> Building of tension/The Taliban’s ideologies and motivations behind the invasion of the school.</p> <p><b>Analysis Focus:</b> The portrayal of the teacher/Enaiat.</p> <p><b>Couch to 5k Writing Focus:</b> Attitudes to education through thesis statements and epithets.</p> <p><b>Secondary Text Reading Focus:</b> ‘Malala Yousafzai: Pakistan activist, 14, shot in Swat,’ article. Comparison of attitudes towards education making links to Enaiat’s situation.</p>			
22.01.24	Week 3	<p><i><b>Enquiry Question: How does Geda present Enaiat’s innocence when fending for himself?</b></i></p> <p><b>Reading Focus:</b> Chapter ‘Pakistan.’ Who do we feel empathy for? Who do we judge?</p> <p><b>Oracy Focus:</b> Use of child labour.</p> <p><b>Couch to 5k Writing Focus:</b> Using epithets to describe Enaiat and his work ethic. Using epithets to write thesis statements. Introduction to turning thesis statements into topic sentences.</p> <p><b>Secondary Text Reading Focus:</b> Child labour is exploitation: there is no such thing as ‘good’ and ‘bad’ work’ article. Use of emotive language and format of an article.</p>	<p><b>Creative Sentence Types:</b> Apply three-verb sentence type to persuasive writing.</p>	<p><b>Wider Reading:</b> Religious Tensions</p>	<p><b>RAP:</b> Key Vocabulary</p>	
29.01.24	Week 4	<p><i><b>Enquiry Question: How does Geda present Enaiat’s desperation?</b></i></p> <p><b>Reading Focus:</b> Chapter ‘Pakistan’</p> <p><b>Oracy Focus:</b> What is the final straw for Enaiat that makes him want to leave Pakistan?</p> <p><b>Analysis Focus:</b> Kaka Rahim’s metaphor ‘two halves of a roll.’ Human trafficking context.</p> <p><b>Secondary Text Reading Focus:</b> Choman Hardi ‘At the Border, 1979.’ Comparison between the hopes and expectations of the speaker in the poem and Enaiat.</p>	<p><b>Creative Sentence Types:</b> Introduce the writer’s aside sentence type. Link with persuasive writing and use of direct address.</p>	<p><b>Wider Reading:</b> American Troops in Afghanistan</p>	<p><b>RAP:</b> SPAG</p>	
05.02.24	Week 5	<p><i><b>Enquiry Question: How does Geda explore the threat of the unknown?</b></i></p> <p><b>Reading Focus:</b> Chapter ‘Iran’</p>	<p><b>Creative Sentence Types:</b> Apply writer’s aside sentence type to persuasive writing.</p>	<p><b>Creative Writing Task:</b> The importance of friendship- Letter writing</p>		

			<b>Analysis Focus:</b> How does Geda present Enaiat's fear of the unknown? <b>Couch to 5k Writing Focus:</b> Epithets to describe Enaiat in this section of the text. Writing thesis statements and forming topic sentences based on these. <b>Secondary Text Reading Focus:</b> Choman Hardi 'Escape Journey, 1988.' Explore the paternal role and compare to 'In the Sea.'			
Spring Term Two - Empathy and Judgement						
Spring 2	19.02.24	Week 1	<b>Enquiry Question: How does Geda explore vulnerability through friendship?</b> <b>Reading Focus:</b> Iran (page 67-85) <b>Oracy Focus:</b> Friendship between the illegal immigrants working on the site. Coping mechanisms. <b>Analysis Focus:</b> Metaphor analysis using tenor, vehicle and ground. <b>Secondary Text Reading Focus:</b> Choman Hardi's 'My Father's Books.' Analysis of personification.	<b>Development of Vocabulary:</b> Use of emotive language linked to effective rhetorical questions.	<b>Wider Reading:</b> Immigration into Iran and Police brutality	<b>RAP:</b> Methods Have Meaning
	26.02.24	Week 2	<b>Enquiry Question: How does Geda build tension through fear and vulnerability? How do writers use emotive language to present perspectives on refugees</b> <b>Reading Focus:</b> Chapter 'Iran' <b>Analysis Focus:</b> Structure: How does Geda build tension using repetition of 'Telisia and Sang Safid?' <b>Reading Focus:</b> Chapter 'Turkey' <b>Oracy Focus:</b> Enaiat's determination and unfailing positivity.	<b>Dissecting Writing:</b> Using a model persuasive writing letter linked to immigration to identify sentence types and techniques taught	<b>Knowledge:</b> Vocabulary in relation to immigration.	
	04.03.24	Week 3	<b>Enquiry Question: How does Geda present Enaiat's determination to have a better life?</b> <b>Analysis Focus:</b> Analysis of the simile 'their image was like a tattoo on my eyes.' Analysis of the flash-forward – If I'd have known then...'.	<b>Slow Writing:</b> Apply sentence types to persuasive writing in the form of a letter.	<b>Wider Reading:</b> Exploring the concept of determination	<b>RAP:</b> Couch to 5K Writing Thesis Statements Topic Sentences

			Epithets to describe Enaiat in this section of the text. <b>Writing thesis statements and forming topic sentences based on these.</b>			
	11.03.24	Week 4	<b>Enquiry Question: How does Geda present hope in this section of the text?</b> <b>Reading Focus:</b> Chapter 'Turkey' Focus on the presentation of hope. <b>Oracy Focus:</b> The significance of the quotation 'I lived more in the dark than the light.' <b>Secondary Text Reading Focus:</b> Read 'Windrush Child,' by Benjamin Zephaniah.	<b>Slow Writing:</b> Edit and Redraft non-fiction writing from previous lesson.	<b>Wider Reading:</b> Poetry Focus- Shakespeare Sonnet	<b>RAP:</b> Key Vocabulary
	18.02.24	Week 5	<b>Enquiry Question: How does Geda present Enaiat's maturity and experience in this chapter?</b> <b>Reading Focus:</b> Greece (page 151-181) <b>Oracy Focus:</b> Enaiat's maturity and experience and how this has developed since the beginning of the novel. <b>Analysis Focus:</b> Metaphor analysis tenor, vehicle and ground. Enaiat's character development from the beginning of the novel until now. His presentation at the leader.	<b>Review Sentence Types:</b> Address any gaps in learning by revising sentence types from Autumn and Spring Term.	<b>Creative Writing Task:</b> Speech Writing	<b>RAP:</b> Couch to 5K Writing Thesis Statements Topic Sentences
Summer Term One - Rebellion and Conformity						
Summer 1	08.04.24	Week 1	<b>Enquiry Question: How does context influence what a writer writes? What makes a Shakespearean comedy?</b> <b>Context Focus:</b> What was society like when Shakespeare was alive? Understand key vocabulary What do we understand by comedy? How do ideas of comedy change over time? What factors influence what we find funny? <b>Reading Focus:</b> Introduction to the play - Key characters and links to hierarchy and social class.	<b>Reading for Pleasure: Whole Class Novel</b>	<b>Knowledge:</b> Key vocabulary for the unit of work.	
	15.04.24	Week 2	<b>Enquiry Question: How is patriarchy presented at the beginning of the play?</b> <b>Reading Focus:</b> Read Act 1 Scene 1 <b>Analysis Focus:</b> Language used to portray the patriarchy in Elizabethan society.	<b>Reading for Pleasure: Whole Class Novel</b>	<b>Wider Reading:</b> Overview of Queen Elizabeth I	<b>RAP:</b> Key Vocabulary

			Reading Focus Secondary Material On Reverence For Parents by Zhao Ban			
22.04.24	Week 3	<b>Enquiry Question: How does Shakespeare use methods to create meaning?</b> <b>Reading Focus:</b> Act 1 Scene 1 Lysander and Hermia. <b>Analysis Focus:</b> Shakespeare’s use of language including analysis of metaphor. Understand the form and purpose of a soliloquy.	<b>Creative Writing:</b> Slow Writing Revision from Autumn Term.	<b>Wider Reading:</b> Features of a comedy and links to other Shakespeare comedies	<b>RAP:</b> SPAG	
29.04.24	Week 4	<b>Enquiry Question: How does Shakespeare use setting to emphasise the different social groups?</b> <b>Reading Focus:</b> Read the introduction of the Workmen of Athens Act 1 Scene 2. <b>Analysis Focus:</b> Use of prose and rhyming couplets. Presentation of strong female characters – Hermia and Titania. <b>Reading Focus Secondary Material:</b> Act 1 Scene 1 The Crucible Introduction of the forest as a setting.	<b>Reading for Pleasure: Whole Class Novel</b>	<b>Wider Reading:</b> Elizabethan Attitudes to Fairies	<b>RAP:</b> Methods Have Meaning	
06.05.24	Week 5	<b>Enquiry Question: How does Shakespeare use methods to create meaning?</b> <b>Reading Focus:</b> Oberon’s speech Act 2 Scene 1. <b>Analysis Focus:</b> Use of a metaphor and violent verbs. <b>Contextual Focus:</b> Idea of unrequited and courtly love.	<b>Reading for Pleasure: Whole Class Novel</b>	<b>Wider Reading:</b> Extract from Pride and Prejudice by Charlotte Bronte		
13.05.24	Week 6	<b>Enquiry Question: How do methods create meaning?</b> <b>Reading Focus Secondary Material:</b> Hour Carol Ann Duffy. <b>Analysis Focus:</b> Use of enjambment and caesura and impact on meaning. <b>Analysis Focus:</b> Methods have meaning – Use of stage directions and semantic field.	<b>Creative Writing:</b> Slow Writing Revision from Spring Term.	<b>Creative Writing:</b> Write a description of the forest	<b>Assessment 2</b>	
20.05.24	Week 7	<b>Enquiry Question: How does Shakespeare use methods to create meaning?</b> <b>Reading Focus:</b> Read Act 3 Scene 1 pg 34 Line 65 Puck’s entrance – 36. Use of comedy and the pun. <b>Secondary Material Reading Focus:</b> Sonnet 43 Elizabeth Barrett Browning How Shall I love thee?	<b>Reading for Pleasure: Whole Class Novel</b>	<b>Knowledge:</b> Revision of Key Facts and Vocabulary		



			<b>Analysis Focus:</b> Methods have meaning – Use of semantic field. Identifying key themes in the play – deception.			
<b>Summer Term Two - Rebellion and Conformity</b>						
Summer 2	03.06.24	Week 1	<b>Enquiry Question: How is disorder used to create comedy?</b> <b>Analysis Focus:</b> Methods have Meaning - Teach perspective. Identify the perspectives of each character from Act 3 Scene 2. <b>Reading Focus:</b> Read Act 3 Scene 2 Puck's Speech. <b>Analysis Focus:</b> Methods have Meaning – Use of rhyming couplets.	Reading for Pleasure: Whole Class Novel	Creative Writing: Newspaper Article	<b>RAP:</b> Couch to 5k Writing Thesis Statements Topic Sentences Embedding Evidence
	10.06.24	Week 2	<b>Enquiry Question: How is the patriarchy presented?</b> <b>Reading Focus:</b> Act 4 Scene 1 Egeus' speech. Bottom's Soliloquy Act 4 Scene 1 <b>Analysis Focus:</b> Make links back to the opening of the play. How does this display patriarchy? How does Theseus enforce the hierarchy and Athenian Law?	Reading for Pleasure: Whole Class Novel	Wider Reading: Poem 'I Dream of You to Wake by Christina Rossetti'	
	17.06.24	Week 3	<b>Enquiry Question: How is comedy created in the play?</b> <b>Reading Focus:</b> Secondary Material Dreams by Langston Hughes. <b>Analysis Focus:</b> Pyramus and Thisbe – links to Romeo and Juliet. <b>Reading Focus:</b> Read Act 5 Scene 1. Focus on Puck's soliloquy at the end of the play. Why is he the final character on stage? Why does he talk directly to the audience? What are Shakespeare's intentions?	Reading for Pleasure: Whole Class Novel	Creative Writing: Letter Writing	
	24.06.24	Week 4	<b>Enquiry Question: How does perspective influence our understanding of comedy?</b> <b>Analysis Focus:</b> Theme of marriage and link to conventions of a comedy with a happy ending. <b>Writing Focus:</b> Personal Written Response - How far do you agree that AMSND is a comedy?	Reading for Pleasure: Whole Class Novel	Wider Reading: Shakespeare's Love Life	<b>RAP:</b> Couch to 5k Writing Thesis Statements Topic Sentences Embedding Evidence
	01.07.24	Week 5	<b>Enquiry Question: How can I develop my academic writing?</b>	Reading for Pleasure: Whole Class Novel	Creative Writing: Shakespeare's Got Talent	

			<b>Writing and Analysis Focus:</b> Construct analytical statements in the form of thesis statements, use thesis statements to write a series of topic sentences, select, and embed relevant textual detail.			
	08.07.24	Week 6	<b>Enquiry Question: How can I develop my academic writing?</b> <b>Writing and Analysis Focus:</b> Construct analytical statements in the form of thesis statements, use thesis statements to write a series of topic sentences, select, and embed relevant textual detail.	<b>Creative Writing:</b> Slow Writing Revision from Spring Term.	<b>Student Voice</b>	<b>RAP:</b> Key Vocabulary
	15.07.24	Week 7	<b>Enquiry Question: How can I develop my academic writing?</b> <b>Writing and Analysis Focus:</b> Construct analytical statements in the form of thesis statements, use thesis statements to write a series of topic sentences, select, and embed relevant textual detail.	<b>Reading for Pleasure:</b> Whole Class Novel	<b>End of Term</b>	

