

Autumn Term One						
			Thematic Lesson Focus	Creative Writing Lesson Focus	Homework	Assessment Reflection and Progress (RAP)
Autumn 1	02/09/24	Week 1	<p>Enquiry Question: How does Dickens present suffering in the 19th century?</p> <p>Introduction to theme: Universal Experiences and Human condition as a key English concept.</p> <p>Reading Focus: Oliver's birth' extract Charles Dickens. Reading for contextual information.</p> <p>Analysis Focus: Use of language to describe Oliver's birth. How does Dickens create sympathy through the text for Oliver and his mother?</p>	<p>Revision of Sentence Types: 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>Wider Reading: 19th Century England Context Information.</p>	
	09/09/24	Week 2	<p>Enquiry Question: How does Dickens present suffering in the 19th century?</p> <p>Oracy Focus: Introduction to the Harkness circle as a method of tracking discussions. Discuss topics of identity, class, injustice and responsibility.</p> <p>Secondary Text Reading Focus: William Blake 'Infant Joy' and 'Infant Sorrow.' Comparison of perspectives as shown by Dickens and Blake on the birth of a child.</p> <p>Analysis Focus: Comparison of methods to convey the different perspectives of Dickens and Blake.</p>	<p>Creative Sentence Types: Use of complex sentence. Use of comma sandwich linked to description of Victorian London.</p>	<p>Wider Reading: William Blake's Songs of Innocence and Experience.</p>	GL Assessment
	16/09/24	Week 3	<p>Enquiry question: How does Dickens present suffering in the 19th century?</p> <p>Couch to 5K Writing Focus: How to write a thesis statement using epithets to compare the two different perspectives in 'Infant Sorrow' and 'Infant Joy. Use the subordinating conjunction 'although.'</p> <p>Reading Focus: Oliver Asks for More. Methods have meaning. Further development of Oracy skills linked to how sympathetic the reader feels about Oliver and his situation. Development of echo reading to improve fluency, tone and expression.</p>	<p>Creative Sentence Types: Application of comma sandwich complex sentence linked to description of Victorian London.</p>	<p>Creative Writing: Letter of Complaint.</p>	GL Assessment

	23/09/24	Week 4	<p>Enquiry question: How does Dickens present suffering in the 19th century?</p> <p>Couch to 5K Writing Focus: Teach how to use the subordinating conjunction 'because' to begin a thesis statement. Model thesis statements starting with epithets for Oliver and Mr Bumble.</p> <p>Secondary Material Reading Focus: Nicholas Nickleby meets Mr Squeers. Reading for context. Make links between this and Oliver. Write a comparative paragraph using scaffolded sentence starts.</p>	<p>Creative Sentence Types: Use of the semicolon to join closely connected ideas in a sentence linked to description of Victorian London.</p>	<p>Wider Reading: Ragged Schools</p>	
	30/09/24	Week 5	<p>Enquiry Questions: How does Dickens use metaphor to develop characterisation?</p> <p>Analysis Focus: Analysing metaphors using tenor/vehicle/ground using the description of the boys in Nicholas Nickleby.</p> <p>Reading Focus: The Artful Dodger' extract focusing on presentation of key themes.</p> <p>Oracy Focus: Build on from previous lessons on Harkenss Circle by using additional notation to show when thoughtful observations/questions have been asked or more perceptive points made.</p> <p>Couch to 5k Writing Focus: Using epithets to structure thesis statements linked to the Artful Dodger. Teach how to use the subordinating conjunction 'at first glance.'</p>	<p>Creative Sentence Types: Application of comma sandwich sentence and sentences using a semicolon to build up a description of Victorian London.</p>	<p>Creative Writing: Description of a Ragged School.</p>	<p>Extended Written Response Couch to 5K Thesis Statements</p>
	7/10/24	Week 6	<p>Enquiry Question: How does Dickens use methods to describe London?</p> <p>Reading Focus: 'London' extract from Oliver Twist. How does Dickens use methods to create a description of London? Introduce the subject terminology 'connotation' and apply to key words.</p> <p>Secondary Text Reading Focus: 'London' by William Blake. Exploration of themes and make links to description of London in Oliver Twist.</p> <p>Analysis Focus: Read for meaning. Focus on themes of suffering, corruption, exploitation, vulnerability. Compare to description of London in Oliver.</p>	<p>Creative Sentence Types: Use of a colon in a sentence for clarification linked to description of Victorian London.</p>	<p>Wider Reading: 19th Century England Context Information.</p>	

			<p>Reading Focus: 'Fagin original extract.' Context of origin story and anti-Semitism. Introduce the term 'bildungsroman' and Oliver Twist as an example of this genre of writing. Introduce the terms 'archetype' and 'archetypal.'</p>			
	14/10/24	Week 7	<p>Enquiry Question: How does Dickens use methods to present Fagin as a villain? Couch to 5k Writing Focus: Using epithets to structure thesis statements about Fagin. : Students to choose which subordinating conjunction they want to use from although, at first glance and because to write a thesis statement linked to Fagin. Analysis Focus: Analysis Focus: Introduce and explicitly teach the idea of physiognomy. How does Dickens use methods to present Fagin as a villain? Reading Focus: Introduction of Bill Sikes. Opportunity to further develop echo reading skills focusing on fluency, expression and tone. Develop inference skills analysing the way Bill Sikes is presented.</p>	<p>Creative Sentence Types: Application of three different sentence types taught to writing a paragraph describing Victorian London.</p>	<p>Knowledge: Revision of Key Vocabulary. Use of correct homophone.</p>	
	21/10/24	Week 8	<p>Enquiry Question: How does Dickens use methods to present Bill Sikes as a villain? Reading Focus: 'Bill Sikes' extracts including 'Keep quiet, you warmint!' and 'Breaking in.' Analysis Focus: Presentation of Bill Sikes as a villain looking at characterisation and methods have meaning. Oracy Focus: Further develop Oracy skills when debating the qualities of Bill Sikes – can he be considered a victim as well as a villain? Who is more villainous – Fagin or Bill Sikes?</p>	<p>Edit and Redraft: Students to edit and redraft description of Victorian London.</p>	<p>Wider Reading: Suffering in our world today.</p>	
Autumn Term Two						
Autumn 2	04/11/24	Week 9	<p>Enquiry Question: How does Dickens use methods to present Bill Sikes as a villain? Couch to 5K Focus: How does Dickens use methods to present Bill Sikes as a villain? Presentation of Bill Sikes as a villain using epithets and thesis statements.</p>	<p>Development of Vocabulary: Use a description of Victorian London written by Dickens to revise sentence types and magpie vocabulary.</p>	<p>Knowledge: Consolidation of Key Vocabulary.</p>	<p>RAP: Methods Have Meaning Subject Terminology Tenor/Vehicle/Ground</p>

			<p>Analysis Focus: Methods have Meaning. Revisit analysis of metaphors and similes using tenor, vehicle and ground.</p> <p>Reading Focus: Fatal Consequences' extract. Reading for meaning and comprehension. Echo reading development for fluency, expression and tone.</p>			
11/11/24	Week 10	<p>Enquiry Question: How does Dickens use methods to develop characterisation?</p> <p>Reading and Couch to 5K Focus: Characterisation of Nancy. Continued development of thesis statement writing for presentation of Nancy.</p> <p>Secondary Text Focus: Elizabeth Barret Browning The Cry of the Children. Introduce Elizabeth Barrett Browning and the reason why she wrote her poem. Echo reading.</p> <p>Analysis Focus: Elizabeth Barret Browning The Cry of the Children. Annotation of the poem for word choices, imagery and techniques used by Browning.</p>	<p>Dissecting Writing: Use a Dickens description of Oliver being dragged through the London streets to show how to be discerning with sentence types and vocabulary choices.</p>	<p>Knowledge: Oliver Twist Plot Summary</p>	<p>Extended Written Response Couch to 5K Thesis Statements</p>	
18/11/24	Week 11	<p>Enquiry Question: How do writers use methods to create meaning?</p> <p>Reading Focus: Checking for understanding. Introduce the term 'juxtaposition' and how this has been used in the poem. Make some links between the children in the ragged school and how Oliver was treated.</p> <p>Analysis Focus: Themes in the texts studied. Link the themes to images from the texts. Develop Oracy skills and check for correct use of key vocabulary.</p> <p>Couch to 5K Focus Teach students how to comment on writers intent. Scaffold to lead to independent writing of a paragraph. Link back to previous paragraphs written. Follow the I do/we do/you do model.</p>	<p>Deconstructing Sentences: Using a model description assess students understanding of different sentence types.</p>	<p>Wider Reading: Literature's most hated villains</p>		
25/11/24	Week 12	<p>Consolidation Week</p>	<p>Introduction to Slow Writing: Introduce the concept of slow writing. Students to apply knowledge of sentence types to a</p>	<p>Wider Reading: Crime and Punishment in the Victorian Era</p>		

			<p>Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground. Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements.</p>	description of Oliver being dragged through the streets of London.		
	02/12/24	Week 13	<p>Consolidation Week Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground. Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements.</p>	Slow Writing: Edit and Redraft description from previous lesson.	Wider Reading: British Library Article: Crime in Oliver Twist	<p>Extended Written Response Couch to 5K Thesis Statements</p>
	09/12/24	Week 14	<p>Consolidation Week Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground. Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements.</p>	Slow Writing: Students to devise their own criteria for a slow writing task using the sentence types taught and methods have meaning from thematic lesson.	Wider Reading: Dickens as a social novelist.	
	16/12/24	Week 15	<p>Consolidation Week Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Suffering and Corruption. Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground. Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements.</p>	Slow Writing: Edit and Redraft description from previous lesson.	Knowledge: Revision of Academic Vocabulary: Use of analytical verbs	<p>Assessment 1</p>
Spring Term One – Empathy and Judgement						
Spring 1	06/01/25	Week 1	<p>Enquiry Question: How does Geda explore Enaiat’s response to desertion?</p> <p>Reading Focus: Author’s Note reading and predictions. Discussion of the title. Oracy Focus: Main character’s relationship with his mother Analysis Focus: Enaiat’s reaction to his mother leaving. Inferences about impressions of Afghanistan from the text. Secondary Text Reading Focus: Chinua Achebe’s ‘A Mother in a Refugee Camp.’</p>	Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.	Wider Reading: Context linked to The Hazara in Afghanistan	

			Comparison between attitudes of the mothers in 'In the Sea,' and the poem.			
13/01/25	Week 2	<p>Enquiry Question: How does Geda present Enaiat's terror?</p> <p>Reading Focus: Afghanistan (page 19-25) Terror and the fear of invasion.</p> <p>Oracy Focus: Building of tension/The Taliban's ideologies and motivations behind the invasion of the school.</p> <p>Analysis Focus: The portrayal of the teacher/Enaiat.</p> <p>Couch to 5k Writing Focus: Attitudes to education through thesis statements and epithets.</p> <p>Secondary Text Reading Focus: 'Malala Yousafzai: Pakistan activist, 14, shot in Swat,' article. Comparison of attitudes towards education making links to Enaiat's situation.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: Extract from I Am Malala, a memoir by Malala Yousafzai</p>		
20/01/25	Week 3	<p>Enquiry Question: How does Geda present Enaiat's innocence when fending for himself?</p> <p>Reading Focus: Chapter 'Pakistan.' Who do we feel empathy for? Who do we judge?</p> <p>Oracy Focus: Use of child labour.</p> <p>Couch to 5k Writing Focus: 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>Secondary Text Reading Focus: 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>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: Religious Tensions</p>	<p>Extended Written Response Couch to 5K Thesis Statements Topic Sentences</p>	
27/01/25	Week 4	<p>Enquiry Question: How does Geda present Enaiat's desperation?</p> <p>Reading Focus: Chapter 'Pakistan'</p> <p>Oracy Focus: What is the final straw for Enaiat that makes him want to leave Pakistan?</p> <p>Analysis Focus: Kaka Rahim's metaphor 'two halves of a roll.' Human trafficking context.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: American Troops in Afghanistan</p>		

			<p>Secondary Text Reading Focus: Choman Hardi 'At the Border, 1979.' Comparison between the hopes and expectations of the speaker in the poem and Enaiat.</p>			
	03/02/25	Week 5	<p>Enquiry Question: <i>How does Geda explore the threat of the unknown?</i></p> <p>Reading Focus: Chapter 'Iran'</p> <p>Analysis Focus: How does Geda present Enaiat's fear of the unknown?</p> <p>Couch to 5k Writing Focus: Epithets to describe Enaiat in this section of the text. Writing thesis statements and forming topic sentences based on these.</p> <p>Secondary Text Reading Focus: Choman Hardi 'Escape Journey, 1988.' Explore the paternal role and compare to 'In the Sea.'</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Creative Writing Task: The importance of friendship- Letter writing</p>	<p>Extended Written Response Couch to 5K Thesis Statements Topic Sentences</p>
	10/02/25	Week 6	<p>Enquiry Question: <i>How does Geda explore vulnerability through friendship?</i></p> <p>Reading Focus: Iran (page 67-85)</p> <p>Oracy Focus: Friendship between the illegal immigrants working on the site. Coping mechanisms.</p> <p>Analysis Focus: Metaphor analysis using tenor, vehicle and ground.</p> <p>Secondary Text Reading Focus: Choman Hardi's 'My Father's Books.' Analysis of personification.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: Immigration into Iran and Police brutality</p>	
Spring Term Two – Empathy and Judgement						
Spring 2	24/02/25	Week 7	<p>Enquiry Question: <i>How does Geda build tension through fear and vulnerability? How do writers use emotive language to present perspectives on refugees</i></p> <p>Reading Focus: Chapter 'Iran'</p> <p>Analysis Focus: Structure: How does Geda build tension using repetition of 'Telisia and Sang Safid?'</p> <p>Reading Focus: Chapter 'Turkey'</p> <p>Oracy Focus: Enaiat's determination and unfailing positivity.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Knowledge: Vocabulary in relation to immigration.</p>	

03/03/25	Week 8	<p>Enquiry Question: How does Geda present Enaiat's determination to have a better life?</p> <p>Analysis Focus: Analysis of the simile 'their image was like a tattoo on my eyes.' Analysis of the flash-forward – If I'd have known then...' Epithets to describe Enaiat in this section of the text. Writing thesis statements and forming topic sentences based on these.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: Exploring the concept of determination</p>	<p>Extended Written Response Couch to 5K Thesis Statements Topic Sentences</p>
10/03/25	Week 9	<p>Enquiry Question: How does Geda present hope in this section of the text?</p> <p>Reading Focus: Chapter 'Turkey' Focus on the presentation of hope. Oracy Focus: The significance of the quotation 'I lived more in the dark than the light.' Secondary Text Reading Focus: Read 'Windrush Child,' by Benjamin Zephaniah.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Wider Reading: Explore a newspaper article related to current events linked to this topic.</p>	
17/03/25	Week 10	<p>Enquiry Question: How does Geda present Enaiat's maturity and experience in this chapter?</p> <p>Reading Focus: Greece (page 151-181) Oracy Focus: Enaiat's maturity and experience and how this has developed since the beginning of the novel. Analysis Focus: Metaphor analysis tenor, vehicle and ground. Enaiat's character development from the beginning of the novel until now. His presentation at the leader.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Creative Writing Task: Speech Writing</p>	
24/03/25	Week 11	<p>Consolidation Week Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Empathy and Judgement. Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground. Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements leading to topic sentences.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Knowledge: Consolidation of the universal condition and experiences as a key English concept.</p>	
31/03/25	Week 12	<p>Consolidation Week Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Empathy and Judgement.</p>	<p>Reading for Pleasure: Whole Class Novel Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Creative Writing: Writing in role: Write a letter from Enaiat to his mother at the end of the novel.</p>	<p>Extended Written Response Couch to 5K Thesis Statements Topic Sentences</p>

			<p>Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground.</p> <p>Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements leading to topic sentences.</p>			
	07/04/25	Week 13	<p>Consolidation Week</p> <p>Reading Focus: Teacher to revisit and continue to develop ideas linked to concept of Empathy and Judgement.</p> <p>Analysis Focus: Consolidate analysis of metaphors using tenor/vehicle/ground.</p> <p>Couch to 5k Writing Focus: Consolidate using epithets to write thesis statements leading to topic sentences.</p>	<p>Reading for Pleasure: Whole Class Novel</p> <p>Companion Text Refugee Boy by Benjamin Zephania.</p>	<p>Creative Writing:</p> <p>Book review of the novel.</p>	
Summer Term One -						
Summer 1	28/04/25	Week 1	<p>Enquiry Question: How does context influence what a writer writes? What makes a Shakespearean comedy?</p> <p>Context Focus: 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?</p> <p>Reading Focus: Introduction to the play - Key characters and links to hierarchy and social class.</p>	<p>Revision of Sentence Types: Revise sentence types from previous term. Link to non-fiction writing use of semicolon and colon clarification</p>	<p>Knowledge: Key vocabulary for the unit of work.</p>	
	05/05/25	Week 2	<p>Enquiry Question: How is patriarchy presented at the beginning of the play?</p> <p>Reading Focus: Read Act 1 Scene 1</p> <p>Analysis Focus: Language used to portray the patriarchy in Elizabethan society.</p> <p>Reading Focus Secondary Material On Reverence For Parents by Zhao Ban</p>	<p>Creative Sentence Types: Introduce the three-verb sentence type. Link to rule of three in persuasive writing using the question 'How do we value education today?'</p>	<p>Wider Reading:</p> <p>Overview of Queen Elizabeth I</p>	
	12/05/25	Week 3	<p>Enquiry Question: How does Shakespeare use methods to create meaning?</p> <p>Reading Focus: Act 1 Scene 1 Lysander and Hermia.</p> <p>Analysis Focus: Shakespeare's use of language including analysis of metaphor. Understand the form and purpose of a soliloquy.</p>	<p>Creative Sentence Types: Apply three-verb sentence type to persuasive writing.</p>	<p>Wider Reading:</p> <p>Features of a comedy and links to other Shakespeare comedies</p>	

	19/05/25	Week 4	<p>Enquiry Question: How does Shakespeare use setting to emphasise the different social groups?</p> <p>Reading Focus: Read the introduction of the Workmen of Athens Act 1 Scene 2. Introduction of Titania and Oberon.</p> <p>Analysis Focus: Use of prose and rhyming couplets. Presentation of strong female characters – Hermia and Titania.</p> <p>Methods have Meaning Focus: Use of setting in the play and the forest as a parallel setting.</p>	<p>Creative Sentence Types: Introduce the writer's aside sentence type. Link with persuasive writing and use of direct address.</p>	<p>Wider Reading: Elizabethan Attitudes to Fairies</p>	<p>Extended Written Response</p> <p>Thesis Statements</p> <p>Topic Sentences</p> <p>Embedded Evidence</p>
Summer Term Two – Rebellion and Conformity						
Summer 2	02/06/25	Week 5	<p>Enquiry Question: How does Shakespeare use methods to create meaning?</p> <p>Reading Focus: Oberon's speech Act 2 Scene 1.</p> <p>Analysis Focus: Use of a metaphor and violent verbs.</p> <p>Contextual Focus: Idea of unrequited and courtly love.</p>	<p>Development of Vocabulary: Use of emotive language linked to effective rhetorical questions.</p>	<p>Wider Reading: Extract from Pride and Prejudice by Charlotte Bronte</p>	
	09/06/25	Week 6	<p>Enquiry Question: How do methods create meaning?</p> <p>Reading Focus Secondary Material: Hour Carol Ann Duffy.</p> <p>Analysis Focus: Use of enjambment and caesura and impact on meaning.</p> <p>Analysis Focus: Methods have meaning – Use of stage directions and semantic field.</p>	<p>Dissecting Writing: Using a model persuasive writing letter linked to immigration to identify sentence types and techniques taught.</p>	<p>Creative Writing: Write a description of the forest</p>	Assessment 2
	16/06/25	Week 7	<p>Enquiry Question: How does Shakespeare use methods to create meaning?</p> <p>Reading Focus: Read Act 3 Scene 1 pg 34 Line 65 Puck's entrance – 36. Use of comedy and the pun.</p> <p>Secondary Material Reading Focus: Sonnet 43 Elizabeth Barrett Browning How Shall I love thee?</p> <p>Analysis Focus: Methods have meaning – Use of semantic field. Identifying key themes in the play – deception.</p>	<p>Slow Writing: Apply sentence types to persuasive writing in the form of a letter.</p>	<p>Knowledge: Revision of Key Facts and Vocabulary</p>	GL Assessments
	23/06/25	Week 8	<p>Enquiry Question: How is disorder used to create comedy?</p>	<p>Slow Writing: Edit and Redraft non-fiction writing from previous lesson.</p>	<p>Creative Writing: Newspaper Article</p>	GL Assessments

			<p>Analysis Focus: Methods have Meaning - Teach perspective. Identify the perspectives of each character from Act 3 Scene 2.</p> <p>Reading Focus: Read Act 3 Scene 2 Puck's Speech.</p> <p>Analysis Focus: Methods have Meaning – Use of rhyming couplets.</p>			
30/06/25	Week 9	<p>Enquiry Question: How is the patriarchy presented?</p> <p>Reading Focus: Act 4 Scene 1 Egeus' speech. Bottom's Soliloquy Act 4 Scene 1</p> <p>Analysis Focus: Make links back to the opening of the play. How does this display patriarchy? How does Theseus enforce the hierarchy and Athenian Law?</p>	<p>Review Sentence Types: Address any gaps in learning by revising sentence types from Autumn and Spring Term.</p>	<p>Wider Reading: Poem 'I Dream of You to Wake by Christina Rossetti'</p>		GL Assessments
07/07/25	Week 10	<p>Enquiry Question: How is comedy created in the play?</p> <p>Secondary Material Dreams by Langston Hughes. Look at form and feature of the poem. What does the poem tell the reader about dreams? How does this link to the character of Bottom?</p> <p>Oracy and Performance Focus: Students to rehearse and put on a performance of Pyramus and Thisbe using set criteria to evaluate the success of the performance.</p>	<p>Review Sentence Types: Address any gaps in learning by revising sentence types from Autumn and Spring Term.</p>	<p>Creative Writing: Letter Writing</p>		
14/07/25	Week 11	<p>Enquiry Question: How does Shakespeare use methods to create meaning?</p> <p>Reading Focus: Act 5 Scene 1. Pg 82- 83 Focus on Puck's soliloquy at the end of the play. Introduce the term 'metatextuality.'</p> <p>Lesson Two: Oracy Debate: How far do you agree that AMSND is a comedy?</p>	<p>Review Sentence Types: Address any gaps in learning by revising sentence types from Autumn and Spring Term.</p>	<p>Wider Reading: Shakespeare's Love Life</p>		