

Autumn Term One -Freedom and Equality						
			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 Steinbeck show the importance of context in the novel 'Of Mice and Men'?</p> <p>Contextual Focus: Introduction to the context – 1930s America. Information surrounding the Great Depression.</p> <p>Analysis Focus: How language is used in the opening of the novella and how this connects to context. How people treat each other/ how the language reflects the difficulty of the time.</p> <p>Reading Focus Secondary Material: 'The Grapes of Wrath' by Steinbeck</p>	<p>Revision of Sentence Types: Revisit complex sentences from Year 7/8 linked to persuasive writing. Dissect an opinion piece to show understanding of sentence types previously used in non-fiction writing.</p>	<p>Wider Reading: The Great Depression</p>	
	09.09.24	Week 2	<p>Enquiry question: How does Steinbeck use language to describe the setting?</p> <p>Enquiry question: How do the characters of Lennie and George compare and how does Steinbeck explore their differences?</p> <p>Analysis Focus: Understand writer's intent Analyse language and making inferences about Lennie and George.</p> <p>Reading Focus Secondary Material: Extract depicting an idyllic setting by comparing 'Of Mice and Men' to another description.</p> <p>Writing Focus: Summarise the key differences between Lennie and George using epithets. Revise Couch to 5K writing skills.</p>	<p>Creative Sentence Types: Introduce 'almost, almost, when' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Knowledge: Recall on Wall Street Crash contextual information.</p>	GL Assessments
	16.09.24	Week 3	<p>Enquiry Question: How is language used in order to make inferences about key characters on the ranch?</p> <p>Reading Focus: How does the American Dream relate to George and Lennie's dream?</p> <p>Analysis Focus: Extended Response: How is Candy presented? Use excellent epithets for Candy. What themes are connected to Candy?</p>	<p>Creative Sentence Types: Introduce 'without, without' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Wider Reading: Article Racism in 1930s America</p>	<p>GL Assessments</p> <p>Extended Written Response</p>

			Reading Focus Secondary Material: -Text focussing on Boo Radley 'To Kill a Mocking Bird.'			
23.09.24	Week 4	<p>Enquiry question: How does Steinbeck use language to present characters across the ranch?</p> <p>Enquiry Question: How did 1930's America influence glamour, feminist views and beauty?</p> <p>Reading/Analysis Focus: The presentation of Curley and Curley's Wife. Comparison of Curley's wife to 1930's movie stars.</p> <p>Reading Focus: Poem 'Sympathy' by Paul Dunbar. Methods have meaning. What key message is being conveyed through the poem? How does this reflect American society in 1930's?</p>	Creative Sentence Types: Introduce the 'last word; first word' sentence type. Revise the use of the semicolon and link to persuasive writing.	Analysis Skill: Analysis of Language using an extract taken from the text	GL Assessments	
30.09.24	Week 5	<p>Enquiry Question: How does Steinbeck present power struggles in the opening of Chapter Three?</p> <p>Enquiry Question: What similarities can be drawn between characters on the ranch?</p> <p>Enquiry Question: How were women presented in the 1930s and how did some women choose to rebel against this representation?</p> <p>Reading Focus: Analyse the presentation of the power struggle on the ranch. Compare George and Slim. Analysis of language used to present the two characters.</p> <p>Analysis Focus: Use of symbolism in the novella.</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem.</p>	Planning Writing: Using a question linked to the texts studied to plan persuasive writing.	Wider Reading: Language analysis linked to setting in 'Great Gatsby'	Extended Written Response	
07.10.24	Week 6	<p>Enquiry Question: How does Steinbeck use foreshadowing in his novel?</p> <p>Enquiry Question: How does Steinbeck use language to try and influence our views of characters?</p>	Slow Writing: Apply sentence types taught to writing the opening to persuasive writing.	Wider Reading: Roles of women in 1930's America		

			<p>Reading Focus: What is foreshadowing and what is being foreshadowed in the novella at this point? Why are Lennie and George fighting? Who has the most dominance in the fight and how does this change? Link to how Curley is presented as violent.</p> <p>Analysis Focus: Extended response. How does Steinbeck present Curley as a violent character?</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem.</p>			
14.10.24	Week 7	<p>Enquiry Question: How does Steinbeck develop the theme of segregation throughout his novella?</p> <p>Reading Focus: How is Crooks presented? Wider themes of racism and segregation explored through the character of Crooks.</p> <p>Reading Focus: Secondary Material: Jim Crows Laws, working through segregation in 1930s America. How is racism presented in this section of the novella?</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem. Comparative response with Paul Dunbar poem 'Sympathy.'</p>	<p>Slow Writing: Apply sentence types taught to developing the middle section of persuasive writing.</p>	<p>Couch to 5k Skills: Thesis statement writing linked Curley's wife.</p>	<p>RAP: Couch to 5k Skills Compare texts</p>	
21.10.23	Week 8	<p>Enquiry Question: How do writers use foreshadowing in the novella?</p> <p>Enquiry Question: How does the death of Curley's wife impact each character?</p> <p>Enquiry Question; How do writers use rhetorical questions in their writing for effect?</p> <p>Reading Focus: How does Steinbeck use foreshadowing in the novella? Who is to blame for the murder of Curley's wife?</p>	<p>Slow Writing: Edit and redraft persuasive writing from previous lessons.</p>	<p>Wider Reading: Contextual Information Jim Crows Laws</p>		

			How do the characters react to the death of Curley's wife? Reading Focus Secondary Material: Poem 'Strange Fruit' Explore the racism described in the poem and how it is presented.			
Autumn Term Two -Freedom and Equality						
Autumn 2	04.11.24	Week 9	Enquiry Question: How are the characters' reactions portrayed in the novella? Analysis Focus: Evaluate George's actions: Was his reaction that of a true friend? Read the opening and the ending of the novel and compare. Extended analytical response: How does Steinbeck present friendship? Reading Focus Secondary Material: Poem 'Strange Fruit' Planning an analytical paragraph.	Creative Sentence Types: Use of effective rhetorical questions linked to persuasive writing.	Knowledge: Key themes from novella	Extended Written Response
	11.11.24	Week 10	Enquiry Questions: How does Steinbeck use language to present specific characters? Enquiry Question: How are devices used to create memorable and impactful speeches? Analysis Focus: Recap of Lennie's character linked to theme of innocence and how Lennie is depicted as a child. Reading Focus Secondary Material: Poem 'Strange Fruit' Writing an analytical paragraph following Couch to 5k progression.	Creative Sentence Types: Revisit the use of the writer's aside and its use in persuasive writing.	Knowledge: Writer's Intentions:	
	18.11.24	Week 11	Enquiry Question: How are power and violence different? Analysis Focus: Recap theme of power and compare characters Recap theme of violence: How is this different to power? Do all violent characters have power? Write a response linked to themes in the novella. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou	Planning Writing: Using a question linked to the texts studied plan persuasive writing.	Wider Reading: Article about Emmett Till linked to the treatment of Crooks.	
	25.11.24	Week 12	Analysis Focus: Recap key theme of friendship using quotes from across the novella, planning an essay response to a question around friendship. Thesis	Slow Writing: Use sentence types taught including rhetorical questions and writer's aside to write the opening to a persuasive speech.	Wider Reading: Biography of Maya Angelou	

			statements/ topic sentences following Couch to 5k progression. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou			
	02.12.24	Week 13	Analysis Focus: Key theme of setting. Consider extracts from across the novella about the setting. Analyse use of language. Write a Couch to 5k paragraph. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou. Compare with the message given in 'We as Women' Charlotte Perkins Gilman.	Slow Writing: Edit and redraft persuasive writing from previous lessons.	Wider Reading: Selected poems Maya Angelou	
	09.12.24	Week 14	Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.	Slow Writing: Continue to develop persuasive speech using discourse markers.	Skill: Revision of Couch to 5k skills.	Extended Written Response
	16.12.24	Week 15	Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.	Slow Writing: Edit and redraft persuasive writing from previous lessons.	Knowledge: Revision of key vocabulary from the unit.	
Spring Term One - Suppression and Revelation						
Spring 1	06.01.25	Week 1	Enquiry Question: How does context influence what a writer writes? What is the context behind Context Focus: 'What is immigration?' How realistic is the American Dream for an immigrant? How relevant is the American Dream in the 21 st Century. Introduction to Arthur Miller as a play write. Reading Focus: Introduction to the play. Conventions of a tragedy. Analysis Focus: The Prologue. What is the significance of the prologue? Introduction of Alfieri and his role as the narrator making links to a Greek chorus.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: Context of the play: Overview of Immigration and America.	
	13.01.25	Week 2	Enquiry Question: What can we infer about the characters as they are introduced? What links can be made between A View From the Bridge and texts previously studied? Reading Focus The Opening of the Play Focus on the introduction of the key characters.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: The Life and Works of Arthur Miller	Extended Written Response

			<p>Analysis Focus: Stage directions and what they reveal about the characters and their relationships.</p> <p>Writing Focus Couch to 5K: Analysis of Catherine and Eddie's relationship.</p>			
20.01.25	Week 3	<p>Enquiry Question: What different types of love does Miller explore in the play?</p> <p>Reading Focus: Look at the story of Vinnie Bolzano. Why has Miller included this information at this point in the play? Discuss the morality of them breaking the law harbouring illegal immigrants v codes of honour and community spirit, which are more important. What can the story be foreshadowing?</p> <p>Reading Focus: Arrival of the Cousins. Discuss the impact of the cousins on the Carbone household.</p> <p>Analysis Focus: Analysis of the song 'Paper Doll'</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: The Features of a Greek Tragedy</p>	<p>RAP: Key Vocabulary</p>	
27.01.25	Week 4	<p>Enquiry Question: What was the role of women in the 1950s and how does this relate to the play?</p> <p>Reading Focus: Eddie's view of Rodolpho and the impact it may have on his and Catherine's relationship.</p> <p>Analysis Focus: How is masculinity presented and what inferences can be made?</p> <p>Reading Focus: Catherine and Beatrice. Teach the term 'motif.' How is the theme of 'womanhood' explored in this exchange?</p> <p>Secondary Reading Material Focus: Honour Killing by Imtiaz Dhakar. How does this poem explore ideas of identity? How does it link to ideas of womanhood?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: Tragic Heroes in Literature</p>		
03.02.25	Week 5	<p>Enquiry Question: How does Miller use methods to create meaning?</p> <p>Reading Focus: Eddie visits Alfieri. What is the significance of the simile 'his eyes were like tunnels?' How are the characters of Alfieri and Eddie portrayed in this scene?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Use of stage directions and how they support characterisation.</p>	<p>Extended Written Response</p>	

			<p>Reading Focus: Use of stage directions to convey the thoughts and feelings of the characters.</p> <p>Analysis Focus: How have the relationships between the characters changed? How has Catherine developed as a character?</p>			
10.02.25	Week 6	<p>Enquiry Question: How does Miller use the conventions of a tragedy in the final part of the play?</p> <p>Reading Focus: Teach the term 'peripetia' Oracy opportunity. Where in the play does Eddie's peripetia occur?</p> <p>Analysis Focus: Teach the term 'pathos.' How is pathos shown in this part of the play?</p> <p>Secondary Material Reading Focus: Extract from Othello Honour and Reputation.</p> <p>Reading Focus: Arrest of Marco and Rodolpho Link back to the code of omerta. Revisit tenor/vehicle/ground through the extended metaphor used by Catherine.</p> <p>Reading Focus: End of the play. Oracy task: Thoughts and feelings on the outcome of the play. Teach the word 'catharsis' and how this applies to the play. What does Alfieri's speech reveal about his thoughts and feelings?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: Article linked to Arthur Miller</p>		
Spring Term Two - Suppression and Revelation						
24.02.25	Week 7	<p>Enquiry Question: How does Miller present Eddie as a tragic hero?</p> <p>Analysis Focus: Responding to the whole text. How has the character of Eddie been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Eddie. Identify points in the play on a timeline which show the character arc of Eddie.</p> <p>Analysis Focus: Responding to the whole text Analysis of key words: Couch to 5K – focus on the effects of key words and techniques. Students to write extended response from 1-5 of Couch to 5K.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Analyse the relationship between Eddie and Catherine.</p>	<p>Extended Written Response</p>	

	03.03.25	Week 8	<p>Enquiry Question: How does Miller present the character of Catherine in the play?</p> <p>Analysis Focus: Catherine. Responding to the whole text. How has the character of Catherine been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Catherine.</p> <p>Analysis Focus: Analysis of key words: Couch to 5K. Focus on the effects of key words and techniques. To write extended response from 1-5 of Couch to 5K.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Revision of Couch to 5K analytical writing.</p>	
	10.03.25	Week 9	<p>Enquiry Question: How does Miller use symbolism in the play?</p> <p>Analysis Focus: Analysis of the use of Brooklyn Bridge, high heels linked to Catherine and symbols of femininity. Look at the use of the term 'Madonna' Symbols linked to masculinity Use of the chair, cigar and knife.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Knowledge: Revision of Key Vocabulary</p>	
	17.03.25	Week 10	<p>Enquiry Question: How are key themes presented in A View From the Bridge?</p> <p>Analysis Focus: Respect and Reputation. How is this theme explored in the play through the character of Eddie?</p> <p>Oracy Focus: Justice and the Law. Are justice and the law the same thing? 'What is illegal is not always wrong, and what is legal is not always just'</p> <p>Analysis Focus linked to Context: Immigration and the American Dream. How is this theme explored through the characters of Marco and Rodolph</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Creative Writing: Writing in role as Marco.</p>	
	24.03.25	Week 11	<p>Consolidation Week Analysis and Couch to 5K Skills including Writers Intent and links across texts</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Knowledge Revision of Methods have Meaning</p>	Extended Written Response
	31.03.25	Week 12	<p>Consolidation Week Analysis and Couch to 5K Skills including Writers Intent and links across texts</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills Revision of Couch to 5K</p>	
	07.04.25	Week 13	<p>Consolidation Week Analysis and Couch to 5K Skills including Writers Intent and links across texts</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Knowledge Revision of Methods have Meaning</p>	

Summer Term One - Loyalty and Betrayal

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	28.04.25	Week 1	<p>Enquiry Question: What are the key conventions that are considered as part of the Gothic genre? How are these reflected in the opening of Wuthering Heights</p> <p>Introduction to the Gothic Genre: Examine a series of extracts for evidence of the conventions of the Gothic Genre. Oracy – what is the difference between gothic and horror?</p> <p>Reading Focus: Introduction to Wuthering Heights. Introduce the setting of Wuthering Heights and its significance. How is it linked to the conventions of a gothic novel?</p> <p>Analysis Focus: Exploring Wuthering Heights as a Gothic setting. Look at the conventions of a gothic setting again from previous lessons. How are these reflected in the opening chapter of Wuthering Heights?</p>	<p>Creative Writing Focus: Revisit complex sentences from Year 7/8 linked to descriptive. Dissect a gothic description to show understanding of sentence types previously used in fiction writing.</p>	<p>Wider Reading: The Origins of the Gothic</p>	
	05.05.25	Week 2	<p>Enquiry Question: How does Bronte create a sense of foreboding through gothic setting and characterisation?</p> <p>Reading Focus: Initial characterisation of Heathcliff. Examine the characterisation of Heathcliff at this point in the novel. Why have we been introduced to him right at the start of the novel? What aspects of him are linked to gothic fiction?</p> <p>Analysis Focus: Explore what methods have been used in the characterisation of Heathcliff. Revisit tenor/vehicle/ground method of analysis.</p>	<p>Creative Writing Focus: Introduce the ‘three-adjective punch’ sentence type linked to pathetic fallacy used in gothic fiction.</p>	<p>Wider Reading: Gothic Motifs</p>	
	12.05.25	Week 3	<p>Enquiry Question: How does Catherine transgress the expectations of Victorian women?</p> <p>Reading Focus: Wuthering Heights Chapter 5 Pg 28 – 30 Introduce Wuthering Heights as an example of romanticism. Explore how the movement focuses on the experience of the individual characters depicted within the novel. Link this to the characters of Catherine and Heathcliff.</p>	<p>Creative Writing focus: Introduce the ‘simile start’ sentence type to describe the weather in gothic fiction. Link to personification and refer back to examples found in Chapter 1 of the text.</p>	<p>Society and Class Catherine Character Focus</p>	<p>Extended Written Response</p>

			<p>Couch 25K Analytical Paragraph. Focus on the presentation of Catherine at this point in the novel: How is Catherine presented at this point in the novel?</p> <p>Secondary Material Reading Focus 'Hour'</p> <p>Carol Ann Duffy How does the poet present ideas about love?</p>			
	19.05.25	Week 4	<p>Enquiry Question: How does Catherine and Heathcliff's transgressive behaviours result in betrayal?</p> <p>Reading Focus: Read Chapter Discuss the characterisation of Heathcliff and how he is being cast as the outsider.</p> <p>Analysis focus on the key enquiry question: How does Catherine and Heathcliff's transgressive behaviours result in betrayal? Couch to 5k thesis statement using the 'Because' subordinating conjunction.</p> <p>Methods have Meaning Focus: Introduction of the Lintons. How does setting reflect the characters and their social positions?</p>	<p>Creative Writing Focus: Introduce the 'double-adverb snap.' Apply to a description of the weather in a gothic setting.</p>	<p>Knowledge Revision</p> <p>Vocabulary Revision</p>	
Summer Term Two - Loyalty and Betrayal						
Summer 2	02.06.25	Week 5	<p>Enquiry Question: How do the roles of Cathy and Heathcliff exemplify loyalty and betrayal?</p> <p>Reading Focus: Read Chapter 7 How does Bronte juxtapose the characters of Heathcliff and Catherine at this point in the novel?</p> <p>Analysis Focus. Character focus on Catherine and her change in character, notably her improvement in manners and behaviour</p> <p>Language analysis of the metaphors and similes used to describe her and Heathcliff referring back to the juxtaposition of them. How does this link to ideas of betrayal?</p> <p>Methods have Meaning Focus: Use of setting as a metaphor in Wuthering Heights. Contrast the use of the moors, Wuthering Heights and Thrushcross Grange.</p>	<p>Creative Writing Focus: Slow Writing Apply sentence structures previously taught to a gothic description.</p>	<p>Catherine Character Focus:</p> <p>Development timeline of key events</p>	Extended Written Response
	09.06.25	Week 6	<p>Enquiry Question: How does Bronte present the relationship between Catherine and Heathcliff at this point in the novel?</p> <p>Reading Focus: Chapter 8 How does this chapter contribute to rising action? How can</p>	<p>Creative Writing Focus: Slow Writing: Edit and Redraft writing from previous lesson.</p>	<p>Creative Writing</p> <p>The Supernatural</p>	

			<p>this event be mapped on a narrative arc? How does the dialogue contribute to the dramatic tension? How is the emotional distress of each character conveyed and revealed?</p> <p>Methods have Meaning Focus: Evaluate how the methods used by the writer present the relationship between the characters as loyal or betraying.</p> <p>Couch to 5K Focus: How does Bronte present the developing relationship between Heathcliff and Catherine?</p>			
16.06.25	Week 7	<p>Enquiry Question: What is the significance of the dialogue in Chapter 9? How does the setting reflect the mood of the characters?</p> <p>Reading Focus: Chapter 9. Discuss the obstacles and growing tensions within Heathcliff and Cathy's relationship due to social status. What are Catherine's motives for marrying Edgar? How can she be viewed as both manipulative and naïve at this point</p> <p>Analysis Focus: 'Linton is as different as a moonbeam from lightning, or as frost from fire.' Analyse the simile used by Catherine. Reflect on the nature of love as discussed by Nelly and Catherine. How does the love between Catherine and Heathcliff link to any other texts we have studied?</p> <p>Methods have Meaning Focus: How has pathetic fallacy been used in this chapter to reflect the moods of the characters? How have Gothic conventions been used in this part of the text?</p>	<p>Creative Writing Focus Developing Characterisation: Development of characterisation. Make links to Heathcliff from Wuthering Heights. Teach 'the more, the more' sentence form.</p>	<p>Knowledge: Attributes of a Villain</p>		
23.06.25	Week 8	<p>Enquiry Question: How does Bronte present the transformation of Heathcliff in Chapter 10?</p> <p>Secondary Material Reading Focus: Carol Ann Duffy Secondary Material Valentine Focus on developing knowledge of poetic devices and the impact they have on the reader. Link to the relationship between Catherine and Heathcliff at this point in the novel.</p> <p>Methods have Meaning Focus: Look at the metaphor to describe Catherine's relationship with the Lintons 'it was not the</p>	<p>Creative Writing Focus: Dissecting Writing: Recap the four part story structure of setting, character, flashback and return to setting with a change. Annotate a range of flashbacks for techniques used to start the flashback.</p>	<p>Wider Reading Carol Ann Duffy</p>		<p>Extended Written Response</p>

			<p>thorn bending to the honeysuckle but the honeysuckles embracing the thorn. Use tenor/vehicle/ground and explore deeper meaning of the metaphor and links to nature.</p> <p>Analysis Focus: How is Heathcliff presented? How does this link back to previous descriptions of him? Introduce the concept of the Byronic hero and how this relates to Heathcliff.</p>			
30.06.25	Week 9	<p>Enquiry Question: How does Bronte present the transformation of Heathcliff in Chapter 10?</p> <p>Reading Focus: Chapter 10. Catherine and Isabella arguing over Heathcliff; critical interpretation as to why Catherine describes Heathcliff as “an unreclaimed creature, without refinement” and warns Isabella of how she might be treated by Heathcliff, with Isabella not listening. Focus on loyalty.</p> <p>Couch to 5K Focus: Exploring how Heathcliff was presented prior to Chapter 10 and his transformation; thesis statements, topic sentences – epithets malevolent, irascible. Teach more complex thesis statements using three parts.</p>	<p>Creative Sentence Types: Using the end loaded sentence type to signal a flashback</p>	<p>Wider Reading Carol Ann Duffy</p>		
07.07.25	Week 10	<p>Enquiry Question: How does Bronte present betrayal and deception in this part of the novel?</p> <p>Reading Focus: Catherine’s loyalty to Heathcliff, despite his betrayal of her.’ Why does Heathcliff want to marry Isabella? Catherine’s betrayal of Edgar and Edgar’s betrayal of Isabella.</p> <p>Methods have Meaning Focus: Metaphor and extended metaphor – ‘the tyrant grinds down his slaves and they don’t turn against him; they crush those beneath them.’ ‘Cathy, this lamb of yours threatens like a bull.’ ‘Your presence is a poison that would contaminate the most virtuous.’ Tenor, vehicle and ground. Heathcliff as the outsider (other) at the Linton house – an unwanted match for Isabella.</p>	<p>Creative Sentence Types: Using a range of sentence types to signal the end of a flashback.</p>	<p>Wider Reading Byronic Heroes</p>		<p>Extended Written Response</p>

	14.07.25	Week 11	<p>Enquiry Question: How does Bronte present betrayal and deception in this part of the novel?</p> <p>Reading Focus: How is Catherine presented in this part of the novel? How does she attempt to manipulate Edgar? Develop Oracy skills in to debate the presentation of Catherine in preparation for KS4 debates.</p> <p>Methods have Meaning Focus: Revisit the symbolism present in the novel which is shown in this chapter. Look at the symbolism of the moors and windows in addition to that of dogs related to Heathcliff and the weather.</p> <p>Couch to 5k skills Focus: Teach more complex thesis statements using three parts. Focus can also be on developing an introduction for an extended response adding in the links to the writer's intentions and context.</p>	<p>Creative Writing Focus Slow Writing: Apply sentence types taught to writing a flashback.</p>		
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