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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Exploring chapter 1 – how does Watson fulfil the role of frame narrator? | Self-assessment | deduction  antagonistic  suspense  tragedy  symbolism  investigation  demonstration  analyse  evaluate  holistic  ironic  transferrable  independent  crucial  ingenuity |
| **2** | Exploring chapter 2 – Mary Morstan’s role. | Self-assessment |
| **3** | Understanding context and how this links to the text. | Self-assessment |
| **4** | Exploring chapter 3 – how is pathetic fallacy used? | Self-assessment |
| **5&6** | Exploring and analysing some of the main themes in the novella so far and making contextual links. | Green Pen |
| **7** | Exploring and understanding chapter 4. | Self-assessment |
| **8&9** | How is setting important? What is the setting like in chapter 5? | Green Pen |
| **10&11** | Extended writing preparation. Extended writing on Holmes. GCSE question. | Extended write |
| **12** | Group presentations on the characters. | Group work. |
| **13&14** | Analyse how the plot develops in chapters 7&8. | Green Pen |
| **15&16** | Summarising different texts – Language p2 link. | Self-assessment |
| **17** | Analyse the roles of the characters in the novella. | Peer assessment |
| **18** | How important is chapter 10? | Self-assessment |
| **19&20** | Writing PEEEC chains – assessment preparation | Green Pen |
| **21** | The end of the novel. Assessment prep. | Green Pen |
| **22&23** | Assessment practice and feedback. | Green Pen |
| **24** | Assessment | Assessment |

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**Communications Faculty- Reading Curriculum Intent - Year 10 Unit: Autumn 1**

**The 19th Century Novel – The Sign of Four**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show an clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |