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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 |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Why is reading important? How influential was Sir Arthur Conan Doyle? | Class discussion | malpractice  deduction  supernatural  elementary  conscience  inference  benevolence  intercepted  conclusion |
| **2** | What are the features of the detective genre? What were the Victorian attitudes towards the police and crime like? | Peer assessment |
| **3** | Who is Holmes? How is he presented? What is the story about? | Whole class improvements |
| **4&5** | How can we analyse language and write about the effects? What is PEEEC? | Extended Write |
| **6** | What happens in chapter 2? Who is Dr Mortimer? | Self-Assessment |
| **7** | What do we learn about The Legend of Baskerville Hall? | Peer assessment |
| **8** | What happens in chapter 3? What is “the problem”? | Self-assessment |
| **9** | What do we know about the murder of Sir Charles Baskerville? | Peer assessment |
| **10&11** | What happens in chapter 4? Who is Sir Henry Baskerville? | Class discussion |
| **12** | Assessment: Sir Henry Baskerville | Assessment |
| **13** | What happens in chapter 5? How do we write about effect? | Class discussions |
| **14&15** | What happens in chapters 6&7? How is Mrs Stapleton presented? | Extended Write |
| **16** | Assessment feedback | Green Pen |
| **17&18** | What happens in chapters 8&9? What do we know about Victorian women? | Extended Write |
| **19-24** | What happens in the rest of the novel? What do we learn about the characters and the themes? | Peer assessment  Extended Writing  Self-assessment |

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**Communications Faculty- Reading Curriculum Intent - Year 8 Unit: Autumn 1**

**The 19th Century Novel – The Hound of the Baskervilles**