English Mastery: Unit of Work Document

Year 7 Autumn Term

Oliver Twist by Charles Dickens, Traditional Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	The Victorian Era and Poverty in London Workhouses Charles Dickens	What changes happened in London in the Victorian era; the difference between the lives of the rich and poor in London; life for the poor in the workhouse. Charles Dicken's attitude to the workhouses.	
Week 2	'Oliver Twist', Chapter One The workhouse	Oliver's birth and childhood in the workhouse, followed by his banishment.	
Week 3	How to write topic sentences 'New Home'	Composing topic sentences; Oliver's time working at the undertakers.	
Week 4	Noah Claypole Oliver's journey to London	Composing topic sentences; Oliver running away from the undertakers and his journey to London.	
Week 5	Dodger A journey through London Fagin's Den	Dodger introduces Oliver to London; Close analysis of Dodger; Oliver meets Fagin.	
Week 6	Pickpockets and at the Courthouse Crime and Punishment in the Victorian Era	Oliver is falsely accused of stealing a handkerchief. Children living in poverty were vulnerable to becoming criminals and were treated with harsh punishments. He is rescued from the courthouse by Mr Brownlow.	
Week 7	Bill Sikes A Safe Place and the Painting	Analysing the introduction of Bill and his threat to Oliver. How to gather and record quotations. Oliver is safely with Mr Brownlow at the moment.	
Week 8	Keep quiet, you warmint Warnings	Fagin and Nancy are afraid of Bill. How to write an analytical paragraph. Oliver is kidnapped by Bill and Nancy. Oliver is forced to join Bill on a break in.	
Week 9	Breaking In The Locket, Inside the Cottage and a New Plan	Oliver is hurt while breaking into the cottage with Bill. Mr Bumble reveals information about Oliver's past to Mr Brownlow. The Maylie's look after Oliver. Bill and Fagin plot to kidnap Oliver.	
Week 10	Fagin's Revenge Fateful Consequences	Nancy tells Mr Brownlow that Oliver is in danger. Fagin plots his revenge on Nancy. He cleverly prepares Bill for the news of this betrayal. Bill murders Nancy.	
Week 11	Endings Assessment Preparation 1	Bill and Fagin are punished for their crimes. Oliver finds out about his real family. Selecting and analysing key quotes about Bill.	
Week 12	Assessment Preparation 2	Composing an introduction and conclusion.	

Week 1

Key vocabulary:
Victorian, era, workhouse, poverty, disease, Dickens, orphans, context

	Mastery Content	Lesson guide	Resources
Lesson 1	• The Victorian era was between 1837 -1901 • The era is named after Queen Victoria • London had a growing population during the Victorian era • The growing population led to overcrowding and poor living conditions • Poor living conditions and a lack of hygiene led to disease and death	**Do Now** Students to arrange different periods of history in chronological order. Teacher to share correct order and discuss any misconceptions. **Explanation** Teacher to explain who Queen Victoria was, and how long her reign lasted. Explicit teaching of vocabulary: Victorian and era. Explain that this term we are going to be studying 'Oliver Twist'. **Reading activity** 1. Read 'The Victorian Era'. 2. In pairs, discuss answers to the three questions, then review. **New vocabulary** Explicit teaching of vocabulary: poverty and destitution. Students then discuss the differences between the two terms, **Reading activity** Read the second page of the resource: 'Poverty in Victorian London'. Correct the statements. **'Reading the picture' activity** 1. Students share and write their ideas about the image. 2. Review and revision/teaching of the word personification. 3. Students write an answer to the question, 'What was life like for the poor in Victorian Britain?' **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resource:** The Victorian Era **Resource:** Poverty in Victorian London **Resource:** Death's Dispensary image
Lesson 2	• Context can shape the way we view a text • Life was hard for very poor people in Victorian London • Poor people who couldn't get paid work were sent to workhouses • The conditions in the workhouses were awful • Many people died in the workhouses • Charles Dickens cared about poor people in Victorian England • Dickens thought that the workhouses treated poor people like criminals	**Do Now** Students recap what they learned last lesson about the Victorian era. **Context:** Introduce the idea of context and how it can influence the way that we perceive a text. **Listening task** Students listen to what life was like for Jack the chimney sweep and make notes in their exercise books. Students answer questions about what they have heard. **Vocabulary** Explicit teaching of the words 'orphan' and 'workhouse.' **Reading** Read 'The Poor Law.' Students answer the comprehension questions. **Hot seating** Students read the character profiles for a workhouse owner and an orphan, followed by a hot seat activity. **Review** Students discuss which of the characters they have met today have the worst life and why. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resource:** Jack—transcript and sound clip **Resource:** The Workhouse **Resource:** Character Profiles

Week 2

Key vocabulary:
novel, childbirth, tough, starvation, glossary, orphan, protagonist, moral

	Mastery Content	Lesson guide	Resources
Lesson 3	• The story has a sad beginning • Oliver's mother died just after Oliver was born • Oliver is an orphan • Oliver started his life in a workhouse	**Do Now** Students to read opening line of the novel. Do they think the story will be about rich or poor people? What kind of things might happen to give it 'a note of sadness'? How do you think the story might be similar to Dickens's life? Think harder task What do you think the writer means by 'not all beginnings are happy ones' **Introduction** Explain how we are going to start reading a novel about an orphan. Re-cap the hardships of Charles Dickens's life, and his criticism of The Poor Law. Explain the meaning of the word 'novel' including a true or false activity. **Reading** Teacher and students to read Chapter 1 of 'Oliver Twist' (Classic Starts version). **Making connections** Students to answer two questions, first as a turn and talk and then as a written response. **Mastery Checks** Explicit modelling of how students use Mastery Checks to review their work. **Closer reading** Explain to students the idea of a protagonist. Students reread a paragraph from Chapter 1, focusing on Mr. Bumble. Students answer the question: What do we learn about Mr Bumble? How is he described? **Moral** Students have time to think about how the first chapter connects to Dickens's life and the moral of his story. **Mastery assessment plenary** Students complete the multiple-choice quiz.	
Lesson 4	• The workhouse where Oliver grows up is a tough place • The boys in the workhouse are starving • Oliver is nominated to ask for more food • Why we are reading two different versions of 'Oliver Twist' • How to use a glossary	**Do Now** 1. What do you know about workhouses in the Victorian era? 2. How do the events of Chapter 1 of 'Oliver Twist' relate to the workhouse? Think harder: why might Dickens want to write about a poor character like Oliver Twist? **Reading** Students read Chapter 2. **Review** Review of ideas about orphans from previous lessons. **Original Extract** Explanation of the abridged version, the original extract and the glossary. Read the extract, 'Please, Sir, I want some more.' **Comprehension** Answer questions in exercise books. Students complete the Mastery Checks. **'Please, sir…'** Teacher model and explanation of annotation of a key quotation. Students discuss their ideas around the significance of this line. **Checkpoint Assessment** It's time for students to complete their first checkpoint assessment. The questions are taken from the last four lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper.	**Resource:** 'Please, Sir, I want some more.' Original extract Checkpoint Assessment 1

Week 3

Key vocabulary:
analytical, extract, corrupt, malicious, vulnerable

	Mastery Content	Lesson guide	Resources
Lesson 5	• That we will write about 'Oliver Twist' in analytical paragraphs • The first sentence of an analytical paragraph is called a topic sentence • A topic sentence should answer the question, say something accurate, and focus on one thing	**Do Now** Recap of the quote, 'Please sir, I want some more.', considering: 1. What is Oliver asking for more of, and why? 2. Why is he so terrified of asking for more? Think harder: Why might Oliver's request be considered rude? **Analytical paragraphs** Explain the idea of being analytical and how students will be writing analytical paragraphs that begin with topic sentences. **Recap** Re-read a paragraph from Chapter 2. What do you learn about Mrs Bumble in this passage? Students break down the extract by sentence. **Vocabulary** Explicit teaching of the word, 'corrupt.' Students identify the moment when Mrs Bumble shows she is corrupt. **Topic Sentences** Explanation of how a topic sentence should: • Answer the question • Say something accurate • Focus on one thing Students identify correct and incorrect topic sentences, write their own and then self/peer review. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resource:** Mrs Bumble extract
Lesson 6	• The board wants to get rid of Oliver so much that they pay someone to take him away. • Mrs Sowerberry, the undertaker's wife, is cruel to Oliver • Noah works at the undertakers, is very poor and is older than Oliver • Noah bullies Oliver • Oliver is vulnerable, especially when other characters have power over him.	**Do Now** How has Oliver been treated unfairly by the Bumbles? Why can't Oliver defend himself from these characters? **Reading** Class reading of Chapter 3. Turn and talk comprehension questions. **Reading and comprehension** Class reading of Chapter 4. Teacher explains the job of an undertaker. **Vocabulary** Explicit teaching of the word 'vulnerable.' What makes Oliver a vulnerable character? How and why is he in a position where he could be easily harmed? **Reading** Read Chapter 5 in Classic Starts with comprehension questions. **Vocabulary** Teaching of the word 'malicious.' **Reading** Read 'Noah Claypole' in the original, up to '… to come further down.'. Students discuss what they noticed as they were reading, Explanation of references to 'Bridewell,' 'transportation' and 'hung.' **Write, Pair, Share** How and why does Dickens portray Oliver as a vulnerable character? Students complete the Mastery Checks after writing. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resource:** Noah Claypole original extract

Week 4

Key vocabulary:
analytical, extract, malicious

Lesson 7	Mastery Content	• That we will write about 'Oliver Twist' in analytical paragraphs.
		• The first sentence of an analytical paragraph is often called a topic sentence
		• A topic sentence should:
		  • Answer the question
		  • Say something accurate
		  • Focus on one thing
			Lesson guide	**Do Now**
				Why is Oliver vulnerable in the novel?
				Think harder: What do you think causes Oliver's bad luck?
				Analytical Paragraphs
				Teacher models through the process of gathering ideas to answer a question. The question students will be answering is 'In this extract, how does Dickens present Noah Claypole?' Students re-read an extract about Noah, annotating the extract as the teacher models the process and how to create topic sentences and points from these ideas.
				Writing
				Students add two more paragraphs to their answer, completing the Mastery Checks.
				Mastery assessment plenary
				Students complete the multiple-choice quiz.
					Resources	If students do not write down the annotations and the paragraph that is being modelled to them then a printout should be provided as they will use these later as scaffolding.
						
						Resource: Noah Claypole – Extract

Lesson 8	Mastery Content	• Oliver decides to run away to London to have a better life • Oliver's journey to London is hard • Oliver has changed from a shy and quiet boy to someone who can stand up for himself a bit and take control of his life • Oliver meets the Artful Dodger	Lesson guide	**Do Now** What makes Oliver's life at the undertakers so unpleasant? Make sure you have written each of your answers as a topic sentence. **Reading** Read Chapter 6, followed by a check for understanding question. Read chapter 7. **Quotations** Explain the definitions and use of quotations. Students use the table to find quotations from the text that match the points. **Reading and discussion** Read descriptions of rural England and Victorian London. What are the differences between Victorian London and the Victorian countryside? Think harder: How do you think Oliver will react when he arrives in London? **Reading and comprehension** Read Chapter 8. What have we learned about the new character? **Debate task** Debate whether Oliver was right to run away to London. **Writing task** Was Oliver right or wrong to go to London? **Checkpoint Assessment** It's time for students to complete their next checkpoint assessment. The questions are taken from the last four lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper.	Resources	**Resource**: Journey to London Checkpoint Assessment quiz

Week 5

Key vocabulary:
dialect, connotation, infer, pickpocket, villain, persecution, antisemitism, connotation

	Mastery Content	Lesson guide	Resources
Lesson 9	• Dodger has noticed how vulnerable Oliver is • Dodger speaks with a dialect • Dodger is a pickpocket • Dodger offers to provide Oliver with food and shelter	**Do Now** Students recall what makes Oliver vulnerable on his journey to London. **New Learning** Explanation of the word 'dialect'. **Reading and comprehension** Students to read the original version of Chapter 8. Explain that the Artful Dodger is a pickpocket. **Close analysis and analytical paragraphs** Teacher models close analysis and students annotate the blank copy as they go. Teacher also models the whole process for writing analytical paragraphs, with students writing their own response to the question: How does Dickens present The Artful Dodger in Chapter 8? **Mastery assessment plenary** Students complete the multiple-choice quiz. Optional task responding to a question about dialect / language variation. FOLLOWING THIS LESSON, THERE ARE OPTIONAL ADDITIONAL PLANNING AND ASSESSMENT LESSONS	**Resource:** The Artful Dodger Original Extract The Artful Dodger Close Reading The Artful Dodger Close Reading Teacher Copy
Lesson 10	• Oliver doesn't fully trust Dodger but accepts his help because he's desperate • The part of London Oliver is led to is awful. It is smelly and muddy with children screaming and drunk people everywhere • Jewish people have experienced persecution. This is called antisemitism • A villain is a bad person in a story • Fagin is a villain	**Do Now** What does the quotation tell us about Dodger? 'He wore a man's coat, which reached nearly to his heels.' **London** Dodger's offer to take Oliver to Fagin's What might readers think and feel when we hear this? What would we advise Oliver at this point? How is London different from the countryside? What influence does the setting have on our advice? **Reading and comprehension** Students read from Chapter 8 of the original novel and then answer true or false questions. Vocabulary and framing Explicit teaching of the etymology of 'antisemitism' and the words 'villain' and 'persecution'. Examples of how ethnicity / disability is used as shorthand for villainy by writers and filmmakers to frame Dickens' description of Fagin. **Reading and comprehension** Read the passage about Fagin and discuss how Dickens presents Fagin. Think harder: What evidence is there in the text for the accusation that Dickens' description is antisemitic? **Reading and discussion** Read from halfway through Chapter 9 to the end of Chapter 10. Students discuss what Fagin does to make Oliver trust him, and what clues there are that Oliver should not trust Fagin. **Writing task** How does Dickens present Fagin as a villain? Students then complete the Mastery Checks. Optional extension to consider how far Dickens' representation of Fagin is antisemitic. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resource:** The Journey through London.' 'Fagin.'

Week 6

Key vocabulary:
naïve, pickpocket, synonym, antonym, morality

	Mastery Content	Lesson guide	Resources
Lesson 11	• Oliver is shocked when he realises that Fagin and the boys are thieves • Oliver is betrayed by his new friends • Oliver is naïve • Oliver is found innocent in court and goes home with Mr Brownlow • Dodger follows Oliver to Mr Brownlow's home • Using evidence to formulate an argument	**Do Now** Write topic sentences to describe Fagin. Explain why he could be described this way. **Reading and comprehension** Chapter 11: Pickpockets. Students order events in the correct sequence. **Vocabulary** Students learn the word naïve and consider how what they have read shows that Oliver is naïve. Synonyms and antonyms considered and linked to other characters **Reading** Read Chapter 12: At the Courthouse. Students answer the questions. **Discussion: Write, pair, share** Who is the biggest villain at this point and why? **Optional debate tasks** (a) Balloon debate (b) Cancel Dickens debate (for his antisemitism) **Mastery assessment plenary** Students complete the multiple-choice quiz.	
Lesson 12	• The most common crime in Victorian London was theft and it was often committed by children • Punishments for crimes were very harsh in Victorian London and children could be punished the same way as adults	**Do Now** Earlier in the story, Noah lists the three things that were most likely to happen to criminals in Victorian London. What were these things? Think harder: what do you think is the worst punishment? Why? **Context** Students read about Joseph Lewis to gain an understanding of child criminals. **Reading and comprehension** Read the comprehension sheet about crime in Victorian England and then answer the questions. Teaching of 'morality', 'moral', 'immoral', and 'moral of the story' Discussions of ideas around these words. Exploring the punishment of children and the idea 'the punishment fits the crime' Do you think Joseph's punishment fits the crime? What might happen today to an 11 year old who did this? What should happen to an 11 year old who did this, in your view? What would happen if Fagin and Dodger were arrested? What would their crimes be and what would their sentences be? Do the punishments fit the crime? Are they fair? **Checkpoint Assessment** It's time for students to complete their next checkpoint assessment. The questions are taken from the last four lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper.	

Week 7	Key vocabulary: annotate, domestic abuse, safeguarding				
Lesson 13	Mastery Content	• Oliver feels loved and safe for the first time in his life • Bill Sikes is a dangerous character • How to annotate quotations	Lesson guide	**Do Now** In what ways is the room that Oliver wakes up in different from when he woke up in Fagin's Den? **Reading and comprehension** Students read the introduction of Bill Sikes from the original novel after finding out what other characters thought about him from the Classis Starts edition. Teacher explanation that the final assessment will be on Bill Sikes. Comprehension questions. **Quote exploration** Students use the question to complete guided annotations of key quotations related to Bill Sikes. **Mastery assessment plenary** Students complete the multiple-choice quiz.	Resources	**Resource:** Bill Sikes – Original extract**,** Quote Exploration sheets
Lesson 14	Mastery Content	• Fagin, Nancy and even Bull's-Eye are afraid and wary of Bill • Fear influences the characters' behaviour • Oliver is connected to the painting	Lesson guide	**Do Now** Students read a quotation about Bill Sikes and write a topic sentence to explain how he is portrayed as well as their reasons for this choice. **Reading and comprehension** Students read Chapter 13, A Safe Place and find five new things we learn about Sikes. **Quotation analysis** Students discuss and analyse how other characters respond and react to Sikes. What do we learn about Sikes? **Reading and comprehension** Students read Chapter 14, The Painting, and discuss how they think the painting relates to Oliver's life. **Mastery assessment plenary** Students complete the multiple-choice quiz.	Resources	

Week 8

Key vocabulary:
errand, obscure, adage, bestowed, villain, corrupt

Lesson 15	**Mastery Content**	• Bill is a known criminal • Bill is capable of hurting those he loves most • Bill is capable of extreme violence	**Lesson guide**	**Do Now** Students reread the end of Chapter 14 on page 83 and decide which words best describe Oliver in the passage. **Reading and comprehension** Students read the short extract taken from Chapter 15 and decide which statements about it are true or false. Address misconceptions. **Quotation selection resource** Students find quotations which match the topic sentences (leading them to answer the question 'What does Bill's relationship with his dog tell us about him?'). There is space for annotations to help support students create their own analytical paragraphs. How will you develop a system so that students are prepared for the independent activity? **Independent activity** Students to answer the question 'What does Bill's relationship with his dog tell us about him?' with reference to the extract. Supporting phrases, a check and model paragraphs are provided. This paragraph could be marked for reading and writing and the feedback will be acted on when preparing for the final assessment. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resources**	**Resource:** Keep quiet, you warmint! Sikes extracts
Lesson 16	**Mastery Content**	• Oliver's happiness is always overshadowed by the threat of Bill Sikes and Fagin • Oliver is taken on a job with Bill and will therefore be complicit in a crime • Monks is a mysterious character who is somehow connected to Oliver • Nancy and Fagin warn Oliver about Bill	**Lesson guide**	**Do Now** Plot recap Students to answer the following questions: Why do you think Bill and Fagin are so desperate to find Oliver and bring him back to the den? What could happen to them if they do not find Oliver? **Reading** Students read Chapters 15 and 16. Reading and comprehension Read Fagin and Nancy's warnings about Bill. Consider in turn: How does Dickens use Fagin / Nancy's warnings to create fear? Optional talk task 1: Whose warnings create more fear? Optional talk task 2: Is Nancy a villain? Question: How does Dickens create fear through the character of Bill Sikes? Students consider Bill in more detail and then write a paragraph about him using the vocabulary they have learnt. Check student work with mastery checks. **Checkpoint Assessment** It's time for students to complete their next checkpoint assessment. The questions are taken from the last four lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper.	**Resources**	

Week 9

Key vocabulary:
annotate, vulnerable, naïve, tension, corrupt, locket, symbolism

Lesson 17	**Mastery Content**	• Oliver is in real danger. If he is caught he will go to jail or worse • Bill threatens to shoot Oliver in the head if Oliver doesn't comply • Oliver is terrified of Bill but is willing to die rather than commit a crime • How this builds tension	**Lesson guide**	**Do Now** Students answer questions on how Bill's intentions and the consequences for Oliver. **Reading and comprehension** Students read the original extract (The Burglary, Chapter 22) in sections. A second read focuses student attention on mood and tension. Following section 1, explore how Dickens uses this scene to create tension. **Comprehension** After section 2 and 3, there are three comprehension questions. **Building analysis** Students write a topic sentence to match a given quotation. Students then use the Quote Exploration sheet to explore the quotation in detail. **Optional talk task** Students debate if this is the most vulnerable we have seen Oliver so far **Optional independent writing task** Students answer the question: How does Dickens build tension in this chapter? **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resources**	**Resource** – Breaking in, Quote Exploration sheet
Lesson 18	**Mastery Content**	• The locket reveals information about Oliver's identity • Mrs Maylie, Harry Maylie and Rose are also connected to Oliver's life • Monks is significant to the plot • Fagin and Bill Sikes plot to get Oliver back	**Lesson guide**	**Do Now** 'To corrupt someone': use the definition to answer the questions. **Pre-reading** Explanation of what a locket is. Engagement questions **Reading and comprehension** Students read Chapter 18 and decide whether the statements about it are true or false. **Reading and comprehension** Students read Chapter 19 and discuss how the characters might be related to each other. **Reading and comprehension** Read Chapter 20: A New Plan and answer the comprehension questions. **Introduce 'symbol'** Symbolic reasoning question: What might the locket symbolise? Explore abstract ideas. **Optional independent writing task: write the next scene** What happens next? You decide! Students use their prior knowledge of plot and character to write the next scene. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resources**	

Week 10	**Key vocabulary:** convince, revenge, victim, villain, brutal

	Mastery Content	Lesson guide	Resources
Lesson 19	• Fagin hates Nancy for betraying the gang • Fagin has begun to look even more like a villain • Fagin knows exactly how to manipulate Bill to make sure he kills Nancy	**Do Now** How does Charles Dickens present Nancy and Oliver as similar/ different? **Reading and comprehension** Read Chapter 21: A Full Confession and answer the questions with a partner. Reading and comprehension: Read Chapter 22: Off to Australia. What two crucial pieces of information are revealed in this chapter? **Reading** Read the extract describing Fagin, and pick out the words and phrases that show him looking even more villainous. **Reading** Read the second section of this passage. Who has actually done the things that Fagin is describing here? **Writing activity** Re-read the extract and answer the questions. **Fagin's last words to Bill** Predict: What is Bill Sikes going to do? Think: What does Fagin mean about Bill being 'too violent for safety'? Reflect: How do you feel about events so far and what is about to happen? Did you expect this? Are you surprised? Why?	**Resource:** Fagin's revenge
Lesson 20	• Bill Sikes is a heartless villain and Nancy has sacrificed her life for Oliver • Dickens uses language to blacken Bill's character • Dickens uses language to show the reader that Nancy is in danger • Dickens uses language to create sympathy for Nancy • Bill's anger reaches its climax and results in Nancy's death	**Do Now** Quick recap of where Bill is going and then: What evidence have we seen that Bill is capable of murder? **Vocabulary** Explicit teaching of the word, 'victim'.. Venn diagram of villains and victims in 'Oliver Twist.' Exploratory talk and writing tasks e.g., Turn and Talk, Write Pair Share, ABC questioning, to develop understanding of the characters in terms of 'villain' and 'victim' categorisation. **Pre-reading** Explain that you are about to read a passage about the brutal murder of Nancy. Explain the word, 'brutal.' Reading and comprehension Students read the original extract, 'Fatal Consequences' and then write down what makes Bill's murder of Nancy so brutal. Explore questions such as: What is your first reaction to this extract? What do you find the most shocking detail? Why do you think Dickens made Bill's attack on Nancy so brutal? Do you think Nancy's death was inevitable? **Independent written answer** What does Nancy's death reveal about Bill Sikes? **Optional independent writing task** Write an alternative ending for Nancy. **Checkpoint Assessment** It's time for students to complete their next checkpoint assessment. The questions are taken from the last four lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper.	**Resource:** Fatal Consequences Original Extract

Week 11	Key vocabulary: moral			
Lesson 21 **Mastery Content**	• Bill and Fagin get their comeuppance • Agnes, the woman in the painting, was Oliver's mother • Monks is Oliver's half brother • Rose is Agnes' younger sister • Rose is Oliver's aunt • Oliver gets his inheritance	**Lesson guide**	**Do Now** Students write down which of the statements they agree with more and give their reasons ('Bill Sikes is a brutal villain who doesn't deserve any sympathy' or 'Bill Sikes is a complex character who deserves some sympathy'). **Reading and comprehension** Students read Chapters 23 & 24 – students are obviously already aware of Nancy's death but it is advised that students still read Chapter 23 so that they can learn about what happens to Bill. **Moral** Students discuss whether they agree with the moral and find evidence to support their view. Dickens's message Read Dickens's preface to 'Oliver Twist'. Ask students to work in groups to discuss what Dickens was trying to say about Bill. **Exit ticket** What did you enjoy most about reading Charles Dickens's classic story, 'Oliver Twist'? **Optional writing task** A new student is joining the school. They have asked whether you enjoyed studying Oliver Twist and whether you would recommend it. They want to know the best and worst bits. Write an answer to their question… **Mastery assessment plenary** Students complete the multiple-choice quiz. LESSON 21b is an optional lesson for the delivery of the 40-question quiz.	**Resources**	
Lesson 22 **Mastery Content**	• Annotating an extract can help create ideas • Topic sentences need to be relevant to the selected evidence • It is important to plan a response to a question before writing	**Lesson guide**	**Do now** Write a list of different adjectives to describe Bill, and give evidence from the text to support your ideas. Think harder: make ideas into full sentences. **Assessment preparation** Students look at an example of a practice exam paper and the question. The teacher then models through the steps that need to be worked through when answering an assessment question. Students complete a quote explosion for close analysis. **Mastery assessment plenary** Students complete the multiple-choice quiz.	**Resources**	**Resource:** Quote Explosion, Practice Paper

Week 12	Key vocabulary:

Lesson 23	Mastery Content	Lesson guide	Resources
	• Annotating an extract can help create ideas • Topic sentences need to be relevant to the selected evidence • It is important to plan a response to a question before writing	**Do Now** Students answer questions on how Bill's intentions and the consequences for Oliver. **Reading and comprehension** Students read the original extract (The Burglary, Chapter 22) in sections. A second read focuses student attention on mood and tension. Following section 1, explore how Dickens uses this scene to create tension. **Comprehension** After section 2 and 3, there are three comprehension questions. **Building analysis** Students write a topic sentence to match a given quotation. Students then use the Quote Exploration sheet to explore the quotation in detail. **Optional talk task** Students debate if this is the most vulnerable we have seen Oliver so far **Optional independent writing task** Students answer the question: How does Dickens build tension in this chapter? **Mastery assessment plenary** Students complete the multiple-choice quiz.	