



Exploring Victorian Fiction and Non-Fiction		
Week Commencing	Learning	Assignment completion
1 st June	<ul style="list-style-type: none"> Introduction to Victorian literature: canon, conventions and society. Victorian social conditions: poverty and the workhouse in Oliver Twist. Reading for progress and pleasure. Accelerated and Class reader 1 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: 7 completed comprehension questions and summary paragraph.</p> <p>Task 2: Sentences produced using the lesson's key words and phrases. DICKENSIAN, CRITIC, REFORMER SOCIAL COMMENTATOR. Responses to the 5 questions in the video.</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion and completed accelerated reader quizzes</p>
8 th June	<ul style="list-style-type: none"> Oliver Twist: Comprehension and Language Analysis Oliver Twist : comprehension and writer's intentions. Reading for progress and pleasure. Accelerated and Class reader 1 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: Key quotations explosions.</p> <p>Task 2: Responses to 3 comprehension questions on the extract and language analysis paragraph on the question How does Dickens use language to show the hunger of the boys?</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion and completed accelerated reader quizzes</p>
15 th June	<ul style="list-style-type: none"> Social protest and authority Elizabeth Gaskell - extract from Mary Barton Emancipation of slavery: Mary Prince History of a West Indian Slave Reading for progress and pleasure. Accelerated and Class reader 1 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: Annotated picture of the Artful Dodger quotations from the text. Completed table looking at how Dickens presents Oliver's fear and the Victorian criminal world.</p> <p>Task 2: your responses to the final 5 comprehension questions in the video</p> <p>WCF provided on lesson 1 and 2</p>



		Task 3: In group book discussion and completed accelerated reader quizzes
22 nd June	<ul style="list-style-type: none"> Reading 19th-century fiction texts: Oliver Twist and the Artful Dodger. Crime: reading and summarising 19th-century non-fiction texts Reading for progress and pleasure. Accelerated and Class reader 2 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Lesson 1: Key quotations explosions.</p> <p>Lesson 2: Responses to 3 comprehension questions on the extract and language analysis paragraph on the question How does Dickens use language to show the hunger of the boys?</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion as per FABI guidance.</p>
29 th June	<ul style="list-style-type: none"> Crime: writing to show viewpoint Introduction to the conventions of detective or crime stories Reading for progress and pleasure. Accelerated and Class reader 2 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: The letter from POV of a Victorian social critic about views on children and prisons</p> <p>Task 2: 1 of the 3 questions completed on 'The Speckled Band Part 1'</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion as per FABI guidance.</p>
6 th July	<ul style="list-style-type: none"> Reading and comprehension: The Speckled Band Structural analysis: The Speckled Band Reading for progress and pleasure. Accelerated and Class reader 2 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: The response to 'How does Conan Doyle create an ominous atmosphere in Helen's story?'</p> <p>Task 2: Completed story board mapping the whole of 'The Speckled Band'</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion as per FABI guidance.</p>



13 th July	<ul style="list-style-type: none"> • Structuring narrative writing: setting, characterisation and plot • Using imagery in narrative writing • Reading for progress and pleasure. Accelerated and Class reader 2 	<p>Opening and closing quizzes for both lessons and submit to your teacher-Reviewed not marked.</p> <p>Task 1: Detailed response to the question 'Which narrative structure will I use'</p> <p>Task 2: Completed draft story about a search for the truth.</p> <p>WCF provided on lesson 1 and 2</p> <p>Task 3: In group book discussion as per FABI guidance.</p>
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