

Oliver Twist – 6 Week Vertical Plan (T3 English)

Week 1: Entering Oliver's World

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 1	To explore how to identify the audience and purpose of a text.	Can I recognise who the writing is for and why it was written?	Identifies the audience for and purpose of the writing.	Chapter 1 – Oliver's birth and early hardship.	<ol style="list-style-type: none"> 1. Read and discuss Dickens's introduction of Oliver. 2. Compare two short extracts with different audiences. 3. Group task: rewrite paragraph for younger reader. Differentiation: <ul style="list-style-type: none"> • Less Able: Use sentence starters. • More Able: Include vocabulary to reflect audience tone.

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Lesson 2	To explore how to record ideas for future writing.	Can I take useful notes from what I've read?	Makes notes and develops initial ideas.	Chapter 2 – The workhouse.	<ol style="list-style-type: none"> 1. Class note-taking model. 2. Bullet-point key ideas on Oliver's surroundings. 3. Group brainstorm: descriptive

					phrases for poverty. Differentiation: <ul style="list-style-type: none"> • Less Able: Scaffold with a graphic organiser. • More Able: Add emotive language to notes.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 3	To explore how authors present characters and settings.	Can I describe a character or setting like an author?	Considers real authors' techniques when developing characters and settings.	Chapter 3 – Mr. Bumble and the Board.	1. Identify Dickens's descriptive tricks. 2. Write a setting description of the workhouse. 3. Class compare-and-share. Differentiation: <ul style="list-style-type: none"> • Less Able: Fill-in-the-blank description template. • More Able: Include sensory language.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 4	To explore how word choice changes meaning.	Can I pick the best word to change the effect?	Selects appropriate grammar and vocabulary.	Chapter 4 – The apprentice shop.	1. Swap-it challenge: vivid vocabulary. 2. Improve short passage. 3. Rewrite

					<p>Oliver's thoughts with new vocabulary.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use word bank. • More Able: Add figurative language.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 5	To explore how to describe setting and atmosphere.	Can I create a mood in my writing?	In narratives, describes settings, characters and atmosphere.	Chapter 5 – Oliver runs away.	<ol style="list-style-type: none"> 1. Highlight use of light/dark, weather. 2. Create mood map. 3. Write setting using contrast. <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use sentence stems. • More Able: Layer in character emotions.

Week 2: Life on the Streets

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 6	To explore how to summarise longer passages.	Can I shorten text and keep the important bits?	Attempts to precis longer passages.	Chapter 6 – Oliver meets the Artful Dodger.	<ol style="list-style-type: none"> 1. Read & summarise 2 paragraphs as 2 sentences. 2. Class shared precis of the chapter. 3. Group rewrite: a

					summary newsflash. Differentiation: • Less Able: Sentence frames. • More Able: Create headline and sub-headline.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 7	To explore how to build links between ideas.	Can I connect my ideas clearly?	Uses cohesion devices across paragraphs.	Chapter 7 – Fagin’s den.	1. Group sentence shuffle – reorder for clarity. 2. Write a mini diary entry using linking words. 3. Peer-assess using checklist. Differentiation: • Less Able: Use conjunction word bank. • More Able: Include transitional phrases.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 8	To explore how structure helps the reader.	Can I lay out my writing so it makes sense?	Uses organisational and presentational devices.	Chapter 8 – Pickpocket training.	1. Read passage and mark headings/subheadings. 2. Organise facts into bullet points. 3. Create a poster titled “Fagin’s Rules”. Differentiation: • Less Able: Fill in gaps on pre-prepared

					poster. • More Able: Include side notes or footnotes.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 9	To explore how a scene can be shown through dialogue.	Can I show action using conversation?	Integrates dialogue to convey character and advance action.	Chapter 9 – The first theft.	1. Read the scene and act it out. 2. Turn key lines into correctly punctuated dialogue. 3. Write the moment from Oliver’s POV. Differentiation: • Less Able: Use template speech bubbles. • More Able: Add inner monologue.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 10	To explore how planning helps with writing.	Can I plan a story idea based on what I’ve read?	Develops initial ideas from reading.	Chapter 10 – Oliver is caught.	1. Discuss: What could have happened instead? 2. Plan a “what if” alternate chapter using a story mountain. 3. Draft first paragraph. Differentiation: • Less Able: Draw plan with support. • More Able:

					Include secondary plot.
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Week 3: Escape, Danger and Decisions

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 11	To explore how to identify the audience and purpose of writing.	Can I choose the right tone for my reader?	Identifies the audience for and purpose of the writing.	Chapter 11 – Oliver’s illness and the kindness of strangers.	<ol style="list-style-type: none"> 1. Compare formal letter (Mr. Brownlow) with informal journal entry (Oliver). 2. Write two versions of the same event. 3. Swap and review in pairs. Differentiation: <ul style="list-style-type: none"> • Less Able: Use tone starters and sentence openers. • More Able: Alter vocabulary for greater tone contrast.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 12	To explore how to gather useful ideas for writing.	Can I collect useful ideas from my reading?	Makes notes and develops initial ideas.	Chapter 12 – Fagin’s return and manipulation.	<ol style="list-style-type: none"> 1. Extract quotes and descriptions of Fagin’s behaviour. 2. Create a spider diagram of impressions. 3. Brainstorm how he could be used in a

					<p>modern story.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use colour-coded quote prompts. • More Able: Compare Fagin to another villain.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 13	To explore how authors create character through action and dialogue.	Can I create a character like a real author?	Considers authors when developing characters.	Chapter 13 – Bill Sikes introduced.	<ol style="list-style-type: none"> 1. Analyse Sikes' introduction. 2. Sketch and annotate a character profile. 3. Write a short scene introducing your own villain. <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use "show not tell" scaffolds. • More Able: Include internal conflict.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 14	To explore how language choice impacts the reader.	Can I choose powerful vocabulary?	Selects appropriate grammar and vocabulary.	Chapter 14 – Nancy warns Rose.	<ol style="list-style-type: none"> 1. Vocabulary hunt: emotional and persuasive language. 2. Rewrite Nancy's speech with new vocabulary. 3. Share and

					<p>vote on most moving version.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use synonym bank. • More Able: Include rhetorical questions.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 15	To explore how to build atmosphere in a scene.	Can I write a setting that creates tension?	Describes settings, characters and atmosphere.	Chapter 15 – Oliver returns to danger.	<ol style="list-style-type: none"> 1. Identify how Dickens builds tension. 2. Write a short paragraph set in a dark alley. 3. Improve each other's work. <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use sentence stems and "tension word bank". • More Able: Include foreshadowing.

Week 4: Courage, Justice and Belonging

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 16	To explore how to summarise long stories clearly.	Can I keep it short and clear?	Attempts to precis longer passages.	Chapter 16 – Oliver's confession and protection.	<ol style="list-style-type: none"> 1. Read and break the chapter into 3 key events. 2. Write one sentence per event.

					<p>3. Group summarise in 50 words total.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use summary starters. • More Able: Create a rhyming precis.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 17	To explore how to link ideas across writing.	Can I make my writing flow smoothly?	Uses cohesion across paragraphs.	Chapter 17 – Monks and Oliver’s past.	<p>1. Cut-up paragraph task—rebuild for cohesion.</p> <p>2. Re-tell the events in own words with transitions.</p> <p>3. Create paragraph with 3 connected ideas.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Provide sentence prompts. • More Able: Use advanced connectives.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 18	To explore how layout and structure help the reader.	Can I organise writing clearly?	Uses organisational and presentational devices.	Chapter 18 – Resolution and justice.	<p>1. Analyse chapter layout.</p> <p>2. Create timeline using bullet points.</p> <p>3. Write a leaflet summarising the ending.</p> <p>Differentiation:</p>

					<ul style="list-style-type: none"> • Less Able: Fill-in-the-gap leaflet. • More Able: Add 'Top 3 Themes' callout box.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 19	To explore how dialogue can reveal and move the plot.	Can I show character using speech?	Integrates dialogue in narratives.	Chapter 19 – Oliver reunited with Mr. Brownlow.	<ol style="list-style-type: none"> 1. Roleplay reunion and script it. 2. Write final scene using speech. 3. Edit punctuation and style. Differentiation: <ul style="list-style-type: none"> • Less Able: Use scaffolded dialogue template. • More Able: Add stage directions and thoughts.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 20	To explore how to plan extended writing.	Can I prepare to write my own story?	Makes notes and draws on reading.		<ol style="list-style-type: none"> 1. Brainstorm: If Oliver had stayed with Fagin... 2. Plan story arc using grid. 3. Start first draft of 'Twist of Fate'. Differentiation: <ul style="list-style-type: none"> • Less Able: Use picture storyboard. • More Able: Include split-

					narrative perspective.
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Week 5: Final Writing Project – Alternative Ending

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 21	To explore how to write for a specific reader.	Can I write for a real audience?	Identifies audience and purpose.		1. Review model texts for children's books. 2. Define audience: Year 4 readers. 3. Start "Oliver's New Ending" intro. Differentiation: <ul style="list-style-type: none"> • Less Able: Sentence starters. • More Able: Include a message for the reader.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 22	To explore how to develop ideas from stories.	Can I build on what I've read?	Makes notes and develops ideas from texts.		1. Choose a minor character and expand their role. 2. Write a backstory using notes and imagination. 3. Add this to the main story. Differentiation: <ul style="list-style-type: none"> • Less Able: Use character cards. • More Able:

					Integrate flashback.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 23	To explore how to enhance writing through vocabulary.	Can I improve my writing with better words?	Selects appropriate grammar and vocabulary.		1. Use thesauruses to upgrade writing. 2. Highlight 3 bland words and replace. 3. Edit whole paragraph for tone. Differentiation: • Less Able: Colour-code emotion words. • More Able: Use metaphors and similes.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 24	To explore how to link scenes in a longer piece.	Can I link my ideas across the story?	Uses cohesion within and across paragraphs.		1. Peer-edit each other's paragraphs. 2. Add linking words and transitions. 3. Finalise structure. Differentiation: • Less Able: Use checklist. • More Able: Vary sentence openers for effect.

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
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Lesson 25	To explore how to structure writing for the reader.	Can I present my writing clearly and attractively?	Uses organisational and presentational devices.		<p>1. Create a book jacket with blurb, title, bullet points.</p> <p>2. Include headings and subheadings.</p> <p>3. Publish and read aloud.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use a template booklet. • More Able: Add author bio and review quotes.
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Week 6: Publishing, Performance and Reflection

Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 26	To explore how to prepare writing for an audience.	Can I make sure my writing is ready to be read by others?	Identifies the audience for and purpose of the writing.		<p>1. Peer feedback carousel.</p> <p>2. Edit for spelling, punctuation and flow.</p> <p>3. Create title and opening illustration.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use checklist and writing buddy. • More Able: Justify changes made during edits.

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Lesson 27	To explore how to use planning and drafting to improve writing.	Can I make my writing better by planning and redrafting?	Makes notes and develops initial ideas.		<ol style="list-style-type: none"> 1. Review planning sheets from Lesson 20. 2. Create a second draft using peer feedback. 3. Compare and annotate changes made. Differentiation: <ul style="list-style-type: none"> • Less Able: Sentence openers provided. • More Able: Reflect on planning improvement.
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Lesson	Learning Objective	Key Question	Curriculum Focus	Pages to Read	Activity & Differentiation
Lesson 28	To explore how language choices affect impact.	Can I improve the effect my writing has on a reader?	Selects appropriate grammar and vocabulary.		<ol style="list-style-type: none"> 1. Vocabulary swap with partner. 2. Rewrite two sentences for stronger effect. 3. Create final 'top tips' grammar and vocabulary poster. Differentiation: <ul style="list-style-type: none"> • Less Able: Use vocabulary bank. • More Able: Add figurative language.

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Lesson 29	To explore how to present a polished final piece.	Can I organise my final writing clearly and attractively?	Uses organisational and presentational devices.		<p>1. Publish story as final book page.</p> <p>2. Create front cover with blurb and author note.</p> <p>3. Assemble all into classroom anthology.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Use layout template. • More Able: Add glossary or illustrations.
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Lesson 30	To explore how to share and celebrate finished writing.	Can I present my work confidently and proudly?	Draws on all previous writing skills.		<p>1. Author Chair: students read aloud a paragraph.</p> <p>2. Audience gives feedback with 'I liked...' stems.</p> <p>3. Reflective journal: What did I learn about writing?</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Less Able: Practise in pairs first. • More Able: Record and introduce their piece.