Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 What does Bill's relationship with his dog reveal about him? Lesson 14 Marked piece Marking due 25/11/2026	Errand Obscure Adage Bestowed	Literary heritage Analysis and interpretation Authors' choices Critical thinking	How is Oliver presented?	I will be able to: • Form a SEIZZE analytical paragraph through: 1. Writing a **statement.** 2. Introducing and embedding a **quotation.** 3. **Inferring** what the quotation reveals about Bill Sikes. 4. **Zooming in** on a method. 5. **Zooming out** to context. 6. Commenting on the **effect.**	This extract describes Bill Sikes and his dog. This resistance only infuriated Mr. Sikes the more; who, dropping on his knees, began to assail the animal most furiously. Which statement would be the best one to use if you were going to write about how Bill is presented in this extract? (1) a) In this extract, the animals are fighting each other and hurting each other. b) In this extract, Dickens shows that Bill Sikes is an angry character. c) In this extract, Dickens shows his readers that Bullseye is Bill Sikes' only friend. d) In this extract, Bullseye is barking, snapping and growling at Bill Sikes.	What does Bill's relationship with his dog tell us about him?

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 2 Week 1 How does Dickens use characters to build fear? Lesson 15 Checkpoint assessment	Villain Corrupt	Literary heritage Analysis and interpretation Critical thinking Authors' choices	1.Why are Bill and Fagin so desperate to find Oliver and bring him back to Fagin's den? 2. What could happen to them if they do not find Oliver?	I will be able to: • Comment on how Dickens uses Fagin / Nancy's warnings to create fear. • Give reasons for why Bill is a character who creates fear. • Use evidence from the text to back up my ideas. • Write about the effect of Fagin and Nancy's warnings.	Checkpoint assessment	How does Dickens use the character of Bill to create fear?
Lesson 3 Week 1 To know and use the past tense, pronouns and capital letters and full stops. Writing Mastery Placement Unit - Lesson 8	Past simple Pronouns Sentence demarcation	Writing mastery Communication	Put the sentences into the past simple. Cross out the relevant word(s) and replace them the correct word.	I will be able to: • Put the actions in the past tense. • Identify when it happened. • Decide when to use pronouns. • Use capital letters and full stops. Write about the picture, using the success criteria above.	Which part of the sentence is when it happened? It was great fun last time I saw you. a) last b) last time c) last time I saw you Which sentence has when it happened underlined correctly? a) Toby looked at himself in the mirror <u>all the time</u>. b) The parrot copied <u>what his owner said</u>.	Write a paragraph about the pictures.

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					c) My mum took me for ice-cream after I finished my homework. d) The brothers watched a film together on Saturday evening. e) The sun came out when they scored the goal.	
Lesson 4 Week 2 How do I describe action in a story? Creative Writing Lesson 4	Paraphrase Action	Creative writing	Write down the structural building blocks of a short story. Write down the key elements of a short story. What is the **action** in 'The Boy who had an Eating Match with a Troll?' What is the **action** in 'Basic Physics'? Explain what the **action** is in a short story.	In this lesson students will be mastering the following: **Mastery content:** • The best description of the **action** is an accurate and precise **paraphrase**. • The description of the action should include the main character and what they do.	**Which of these is the best paraphrase of the action?** Be ready to explain why! a) A family escape from a crashing plane. b) Fabbiha uses her skills to fly a plane. c) She is the most confident person on board. The plane is also running out of fuel. She lands it with the help of air-traffic control. d) A gamer bravely saves her family when a plane is in trouble. **What is the action in a story?** a) The action always takes place at the end of a story.	Now write the opening and closing sentence of the middle section.

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					b) The action is not made up lots of smaller things. c) The action is the middle of a story. d) The action should be paraphrased in one sentence. e) The main character always does the action.	
Lesson 5 Week 2 How does Dickens build tension? Lesson 16	Annotate Vulnerable Naïve Tension	Literary heritage Comprehension and inference Critical thinking Authors' choices	1. What is Bill planning to get Oliver to do? 2. What might happen to Oliver if he does this and gets caught?	I will be able to: • Explore how Dickens uses this scene to create tension. • Write a statement to match a given quotation. Use the Quote Exploration sheet to explore the quotation in detail.	This quotation describes Oliver's thoughts he realised Sikes was going to make him break into a house. "He clasped his hands together, and involuntarily uttered a subdued exclamation of horror." What does this quotation suggest? (1) a) This suggests that Oliver is a coward and wants to run away from Bill Sikes. b) This suggests that Oliver was terrified, both of Sikes and of committing a crime. c) This suggests that Oliver is naïve and thinks Bill Sikes is playing a game.	How does Dickens build tension in this chapter?

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					d) This suggests that Oliver is sneaky and therefore more likely to be successful in the burglary than Sikes.	
Lesson 6 Week 2 What does Bill's relationship with his dog reveal about him? Green pen	Errand Obscure Adage Bestowed	Literary heritage Analysis and interpretation Authors' choices Critical thinking	How is Oliver presented?	I will be able to: Form a SEIZZE analytical paragraph through: 1. Writing a **statement.** 2. Introducing and embedding a **quotation.** 3. **Inferring** what the quotation reveals about Bill Sikes. 4. **Zooming in** on a method. 5. **Zooming out** to context. 6. Commenting on the **effect.**	This extract describes Bill Sikes and his dog. This resistance only infuriated Mr. Sikes the more; who, dropping on his knees, began to assail the animal most furiously. Which statement would be the best one to use if you were going to write about how Bill is presented in this extract? (1) a) In this extract, the animals are fighting each other and hurting each other. b) In this extract, Dickens shows that Bill Sikes is an angry character. c) In this extract, Dickens shows his readers that Bullseye is Bill Sikes' only friend. d) In this extract, Bullseye is barking, snapping and growling at Bill Sikes.	What does Bill's relationship with his dog tell us about him?

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 7 Week 2 To know and use paragraphs, pronouns and the past simple. Writing Mastery Placement Unit - Lesson 9	Paragraphs Pronouns Past tense	Writing mastery Communication	Underline *when it happened* in each sentence.	I will be able to: • Indent new paragraphs. • Decide when to use pronouns. • Put the actions in the past simple. • Write two paragraphs about the pictures, using the success criteria above.	Where do you start writing when you indent a paragraph? a) Against the margin. b) It depends. c) Two finger spaces from the margin. What is the rule for indenting new paragraphs? a) New paragraphs start at the margin and end two finger spaces from the end of the page. b) New paragraphs start at the margin. All other lines start two finger spaces from the margin. c) New paragraphs start two finger spaces from the margin. All other lines start at the margin. d) New paragraphs start a whole line under the previous paragraph. e) New paragraphs start a whole line under the previous paragraph and two finger spaces from the margin.	Write two paragraphs about the pictures. Start your second paragraph with the sentence: *The commotion drew the attention of a shop assistant.*

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 8 Week 3 What is the significance of the locket? Lesson 17	Corrupt Locket Symbolism	Literary heritage Comprehension and inference Critical thinking Authors' choices	1. How is Bill trying to corrupt Oliver? 2. Has anyone else in the novel tried to corrupt Oliver? 3. Has anyone succeeded in corrupting Oliver? 4. Has anyone else in the novel been corrupted by others?	I will be able to: • Comment on character connections. • Know what a symbol is and explore what the locket may symbolise. • Predict what happens next using capital letters and full stops.	What has been revealed in the last three chapters? (2) a) The Bumbles have no new information about Oliver's identity. b) A mysterious character called 'Monks' has appeared. c) Mr Brownlow does not recognise the picture inside the locket. d) Nancy is prepared to lie to save Oliver.	Write the next scene in the novel. What do you think will happen next?
Lesson 9 Week 3 What is Fagin's role in Nancy's death? Lesson 18	Convince Revenge	Literary heritage Communication Analysis and interpretation Critical thinking Authors' choices	How does Charles Dickens present Nancy and Oliver as similar, and how are they different?	I will be able to: • Identify villainous words and phrases. • Comment on Bill Sikes's reaction. • Predict, think and reflect. • Form an opinion and justification.	How does Fagin convince Bill Sikes to kill Nancy? (3) a) He asks Bill to imagine what he would do if one of the trusted pickpockets were to betray them. b) He speaks in a gentle way to keep Bill calm. c) He cleverly describes what Nancy has done without telling him directly.	Who is most responsible for Nancy's death, Fagin or Bill? Or another character?

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					d) He confirms Bill's intention to kill Nancy by making him promise that he won't be 'too violent.'	
Lesson 10 Week 3 Writing Mastery Placement Unit - Lesson 10 Fortnightly quiz placement 2 Marked piece Marking due 09/12/2026	Paragraphs Pronouns Past tense	Writing mastery Communication	Re-write each sentence so that it begins with *when it happened*.	I will be able to: • Indent new paragraphs. • Decide when to use pronouns. • Put the actions in the past simple. • Write two paragraphs about the pictures, using the success criteria above.	Which is the correct way to indent a paragraph? See WM Placement Lesson 10 for the answers Which word should go in the gap? Ben cooked dinner for Tara. _____ told him that it was delicious. a) She b) He c) Ben d) Sandra e) They	Write two paragraphs about the pictures. Start your second paragraph with the sentence: *The next minute, Dan heard a loud crack.*
Lesson 11 Week 4 What is the purpose of a main character? Creative Writing Lesson 5	Main character Secondary character	Creative writing	Fabbiha uses her knowledge to save her family when a plane gets into trouble. They escape from a crashing plane.	In this lesson students will be mastering the following: **Mastery content:** • A short story should have **one main** ch aracter. • In a short story, the **main**	Which of the statements is correct about the purpose of a main character? a) A main character always succeeds at the end. b) A short story must have a main character and an antagonist. c) A main character does not have to be good.	Write a paragraph featuring the **main character** from any of these stories. You should write about them doing the **action**.

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
			A gamer uses her skills to fly a plane. She lands it with the help of air-traffic control. A brother realises that his sister is actually pretty cool.	**character** is the person who does the action. • Secondary characters do not do the action.	d) A short story must have a main character and secondary characters. e) A main character can also be an antagonist.	
Lesson 12 Week 4 What does Nancy's death reveal about Bill Sikes? Lesson 19 Checkpoint assessment	Victim Villain Brutal	Literary heritage Comprehension and inference Analysis and interpretation Critical thinking Authors' choices	What evidence have we seen so far that Bill is capable of murder?	I will be able to: • Identify villains and victims in the novel. • To comment on the villains and victims in the novel. • Form reactions to Nancy's death. • Use victim / villain / brutal to form an analytical response.	Checkpoint assessment	What does Nancy's death reveal about Bill Sikes?

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 13 Week 4 How does the novel end? Lesson 20	Moral	Literary heritage Comprehension and inference Communication Critical thinking	Bill Sikes has just murdered the only person who loves him. Write down the statement you agree with more and the reasons for your choice.	I will be able to: • Form opinions about the novel. • Include at least three reasons for (a) whether you enjoyed it (b) whether you would recommend it. • Use evidence from the text to back up your opinions.	What moral do you think Dickens was trying to show in 'Oliver Twist'? (1) a) Poor people should be treated harshly to stop them committing crimes. b) A hard life makes people stronger and tougher, which is good for their development. c) The workhouses are a good way of providing food and shelter for poor people. d) People should not be treated cruelly or like criminals just because they are poor.	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…
Lesson 14 Week 4 Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Communication	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 15 Week 5 Diagnostic Quiz How does the novel end? Lesson 21	N/A	Literary heritage Comprehension and inference Communication Analysis and interpretation Critical thinking Authors' choices	Introduce the quiz and the rules for the quiz.	I will be able to: • Read the questions really carefully. • Give the right number of answers as shown in the brackets. • Check my answers through at least once.	N/A	This quiz is a multiple-choice quiz which tests the knowledge and skills you have learned during the Oliver Twist unit. There are 40 questions to be completed in silence.
Lesson 16 Week 5 Writing Mastery Placement Unit - Lesson 10 Fortnightly quiz placement 2 Green pen	Paragraphs Pronouns Past tense	Writing mastery Communication	Re-write each sentence so that it begins with *when it happened*.	I will be able to: • Indent new paragraphs. • Decide when to use pronouns. • Put the actions in the past simple. • Write two paragraphs about the pictures, using the success criteria above.	Which is the correct way to indent a paragraph? See WM Placement Lesson 10 for the answers Which word should go in the gap? Ben cooked dinner for Tara. _____ told him that it was delicious. a) She b) He c) Ben d) Sandra	Write two paragraphs about the pictures. Start your second paragraph with the sentence: *The next minute, Dan heard a loud crack.*

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					e) They	
Lesson 17 Week 5 Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Communication	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.
Lesson 18 Week 6 How do we plan and write a short story? Creative Writing Lesson 6	Setting Time Character Action	Creative writing	Write down as many things you can remember about short stories.	In this lesson students will be mastering the following: **Mastery content:** • Stories have key narrative elements – Setting, Time, Character and Action	What are the key elements of narrative we covered today? a) Character, Action, Setting, Theme b) Character, Action, Setting, Time c) Character, Structure, Setting, Theme d) Character, Action, Structure, Ending	**Let's co-plan** ❑ 1-8 things that happen during the action. ❑ The opening sentence of the middle section. ❑ The closing sentence of the middle section.

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
				• The action should happen in one place and over a short time.		
Lesson 19 Week 6 How do I approach a question featuring an unseen extract? Lesson 22	N/A	Literary heritage Analysis and interpretation Critical thinking Authors' choices	1. Write a list of different adjectives that could describe Bill Sikes. 2. Choose 3 events from the novel that links to 3 adjectives.	I will be able to: • Know how to approach an assessment question featuring an unseen extract.	This extract describes Bill Sikes and his dog. This resistance only infuriated Mr. Sikes the more; who, dropping on his knees, began to assail the animal most furiously. Which statement would be the best one to use if you were going to write about how Bill is presented in this extract? a) In this extract, the animals are fighting each other and hurting each other. b) In this extract, Dickens shows that Bill Sikes is an angry character. c) In this extract, Dickens shows his readers that Bullseye is Bill Sikes' only friend.	Quotation explosion

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					d) In this extract, Bullseye is barking, snapping and growling at Bill Sikes.	
Lesson 20 Week 6 How do I structure an essay which asks me to write about both an extract and the whole novel? Lesson 23	N/A	Literary heritage Analysis and interpretation Critical thinking Authors' choices	Turn to page 39 in your booklet. Draw lines to match the topic sentence to the best evidence.	I will be able to: • Know that annotating an extract can help create ideas • Statements need to be relevant to the selected evidence. • Know that it is important to plan a response to a question before writing.	Check your work using Mastery Checks Accuracy	How does Dickens present Bill Sikes in 'Oliver Twist'?
Lesson 21 Week 6 Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document	Writing Mastery Communication	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
	for mapped intentions.					
Lesson 22 Week 7 How do I structure an essay, including an introduction and conclusion, which asks me to write about an extract and the whole novel? Lesson 24	N/A	Literary heritage Analysis and interpretation Critical thinking Authors' choices	What are the first two steps you need to complete when answering your assessment question?	I will be able to: • Know that ideas need to be structured into an essay structure. • Know that essays need an introduction and a conclusion.	Which statements about introductions are correct? a) Introductions come at the start of the essay. b) Introductions give an overview of what the essay is about. c) Introductions explain what the answer to the question is. d) Introductions start with 'in introduction…'	Read the conclusion and discuss the following questions with your partner: Has the student: ➢ signposted that this is the conclusion? ➢ summarised their ideas about Sikes? ➢ evaluated why Dickens presented Sikes this way? ➢ explored the moral or message Dickens may be showing through Sikes' character?

Holy Family Catholic School – Faculty of Communication and Culture Autumn Half-Term 2 Year 7

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 23 Week 7 Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Communication	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.	Writing Mastery Unit 1 or Unit 2 depending on stage – See the bottom of the document for mapped intentions.

Writing Mastery Unit 1

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 14 Week 4 To put regular verbs in the past simple, form capital letters and identify what named subjects did.	Past simple Subjects	Writing mastery Communication	Underline the verb in each of these sentences.	I will be able to: • Identify verbs. • Put regular verbs in the past simple. • Form capital letters correctly.	Which word tells us what happened? a) asked b) talk c) turn Which word in the sentence below is a verb? The girl danced all night. a) The	Copy and complete the sentences with the correct verb from the box.

Unit 1 – Lesson 1				• Identify what named subjects did.	b) girl c) danced d) all e) night	
Lesson 17 Week 5 To put regular verbs in the past simple, form capital letters and identify what named subjects did. Unit 1 – Lesson 2	Past simple Subjects	Writing mastery Communication	Underline the verb in each of these sentences.	I will be able to: • Identify verbs. • Put regular verbs in the past simple. • Form capital letters correctly. • Identify what named subjects did.	Which example shows a correctly formed capital letter? For examples – see PPT WM1.02	Copy and complete the sentences with the correct verb from the box.
Lesson 21 Week 6 To put irregular verbs in the past simple, form capital letters and identify to be as a verb. Unit 1 – Lesson 3	Verb Irregular verb	Writing mastery Communication	Underline the verb in each of these sentences.	I will be able to: • Identify verbs. • Put irregular verbs in the past simple. • Form capital letters correctly. • Identify to be as a verb.	Which of these words is a verb? a) we b) were c) wrong Which of the following words is a verb? a) the girl b) cats c) to d) was e) funny	Choose the correct parts from the box to make sentences about the picture.
Lesson 23 Week 7 To identify the subject, put irregular verbs in the past simple,	Verb Irregular verb Subjects	Writing mastery Communication	Underline the verb in each of these sentences.	I will be able to: • Identify verbs. • Identify subjects.	What is the subject in this sentence? Thie sun shone brightly. a) The sun b) shone c) brightly	Choose the correct parts from the box to make sentences about the picture.

form capital letters and identify what named subjects did. Unit 1 – Lesson 4				• Put irregular verbs in the past simple. • Form capital letters correctly. • Identify what named subjects did.	What is the subject of the sentence below? Thie flowers danced in the breeze. a) The b) flowers c) The flowers d) danced e) The flowers danced	

Writing Mastery Unit 2

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 14 Week 4 To identify the subject, the past simple and use capital letters and full stops correctly. Unit 2 – Lesson 1	Subject Past simple	Writing mastery Communication	Fill in the gaps with either was or were.	I will be able to: • Identify the subject. • Identify the past simple. • Use full stops and capital letters correctly. • Write a paragraph about a picture.	What is the subject of this sentence? Sarah passed a note to Jamil. a) Sarah b) A note c) Jamil What is the subject in the sentence below? A naughty dog stole some sausages from the shopping trolley. a) dog b) A naughty dog c) sausages d) some sausages	Write a paragraph about the picture.

					e) the shopping trolley	
Lesson 17 Week 5 To put the actions in the past simple, use capital letters and full stops correctly and use he, she and it. Unit 2 – Lesson 2	Past simple Pronouns	Writing mastery Communication	Underline the subject in each of these sentences.	I will be able to: • Put the actions in the past simple. • Use full stops and capital letters correctly. • Use he, she and it correctly. • Write a paragraph about a picture.	Which of these actions is in the past simple tense? a) She danced. b) She was dancing. c) She dances. Which example is punctuated correctly? a)Mr Howard taught English b)Thie parrot repeated everything i said. c) Rock climbing is a popular sport. d) it looks as if I'm going to be late. e)Thiat painting is very dramatic	Write a paragraph about the picture.
Lesson 21 Week 6 To put the actions in the past simple, infer and identify the subject. Unit 2 – Lesson 3	Past simple Infer Subject	Writing mastery Communication	Put the capital letters and full stops in this passage.	I will be able to: • Put the actions in the past simple. • Infer about a picture. • Identify the subject. • Write a paragraph about a picture.	Which of these actions is in the past simple tense? a) He is b) He was c) He was being Which is the best inference about this picture? a) The man had a swollen ankle. b) The man went into the sea with a sprained ankle. c) The girl attiacked the man. d) A shark attacked the man. e) The man injured his ankle when swimming.	Write a paragraph about the pictures.
Lesson 23 Week 7 To put the actions in the	Past simple Pronouns	Writing mastery Communication	Complete the table based on what you know	I will be able to: • Put the actions in the past simple.	Which of these actions is in the past simple tense? a) She was going home. b) She went home.	Write a paragraph about the pictures.

past simple, use he, she, it and they and use capital letters and full stops correctly. Unit 2 – Lesson 4			and what you can infer.	• Use he, she, it and they. • Use full stops and capital letters correctly. • Write a paragraph about a picture.	c) She had gone home. Which sentence is written in the past simple tense? a) Saleh was doing his homework. b) All of the boys and girls were dancing in the living room. c) It was raining on Monday. d) Tuesday was a sunny day. e) You were sleeping like a baby.	

Teachers may be on differing Writing Mastery lessons from lesson 6+ and Creative Writing lesson 3+ due to reading tests and student voice in half-term 1