

Teaching and Learning Content: English**Year Group: 9****Autumn Term****Concept: The Other**

Students read 'Frankenstein' by Mary Shelley, as well as a selection of Gothic short stories.

Student will also practise their creative writing skills using the gothic genre.

Home Learning:

Students are expected to complete **one piece of English home learning every week** and **one piece of Reading home learning every day**.

Key Questions:

- What were the influences on Mary Shelley writing Frankenstein?
- What are the characteristics of the Gothic genre?
- Does the Creature/Monster have human rights?
- What are the characteristics of the Romantic genre?
- What is the effect of different setting?
- What is Victor like at various points in the novel?
- What is an epistolary novel? What is the effect?
- What is the effect of the different narrative viewpoints?
- How does death influence Victor's decisions at various parts of the novel?
- Who is the 'monster' in the novel?
- What is the effect of Shelley's use of imagery and other language methods?
- What are the relationships between characters, and how do they change?
- How does Mary Shelley explore the role of women?
- How Does Shelley Explore Ethical Issues in Frankenstein?

Gothic short stories:

- What are differences and similarities between the short story form and the novel form?

Non-fiction writing:

- What does GOMASSIVE stand for? How can the methods be used in creative writing?

Students will:

- Be able to recall relevant information about characters, plot and themes from a text
- Be able to retrieve specific textual details and quotations to support their ideas about texts
- Be able to make thoughtful inferences based on the textual evidence they have chosen
- Be able to use PETAL effectively to structure their ideas in relation a question on the text
- Be able to structure an argument in an extended essay so that it makes sense
- Be able to recognise the features of Romantic literature and Gothic literature
- Be able to write a effective piece of creative writing

**Diagnosis
& Smith Proforma**

- How does Shelley use conventions of the gothic genre to engage her readers in chapter 4?
- Were the monster murders justified?

Therapy

- Whole-class feedback
- Sharing model responses
- DIRT tasks
- Peer to peer support

Testing

- Students will complete a reading and writing assessments