

Yr 8 Literature Module: The Curious Incident of The Dog in the Night Time

Unit 1	Title: The Curious Incident of the Dog in the Night Time
<p>Why are you teaching it? What do they need to know? Misconceptions?</p>	<p>Curious Incident is a text that deals with an autistic teen narrator in an engaging and empathetic way, as well as being a mystery story with unusual structural techniques throughout. It allows students to engage with a very different narrative style compared to texts they have previously studied in year 7, like <i>Coraline</i>, <i>Holes</i>, or <i>The Dark Lady</i>. This novel challenges misconceptions around neurodiverse people, and allows students to learn more about what their life might be like and why they might enact certain behaviours. Our school has a high proportion of autistic and neurodiverse students due to us having a specialist unit to help support their needs, and therefore it is particularly important that our students (neurotypical or not) all empathise with and understand each other as much as possible.</p>
<p>Why are you teaching it now? What prior learning do students have?</p>	<p>Our curriculum is research based and we use the University of Sussex Faster Read model that suggests reading two thematically linked novels back to back, at the start of each year at KS3. <i>Curious Incident</i> and its paired novel (<i>Now Is The Time for Running</i>) both explore young people with additional needs growing up in difficult circumstances. The language in CI is simpler than NITTFR (which also has more mature themes) hence studying it first.</p> <p>This novel deals with mature themes (ableism, abuse, infidelity, violence) and some language that is not appropriate to cover with students until now.</p> <p>This is the third whole novel that students have studied in Key Stage 3. They are learning about how different types of novels are structured and how characters are created by authors. They are developing their language analysis and considering the effect of these choices on the reader. They have also begun to consider how authors encourage their readers to empathise with protagonists and will further develop this skill when studying this novel. This will help them in their approach to GCSE Literature.</p>

<p>How will students be assessed?</p>	<ul style="list-style-type: none"> • Weekly key concept tests, reviewing key vocabulary for the unit. • Peer assessment of Curious Incident Lesson 8 Analytical paragraph on Christopher's mother. • End of Unit assessment: Is 'The Curious Incident of the Dog in the Night-Time' a story about autism or a story about growing up? Answer this question with reference to the ending of the novel.
<p>Tier 3 Vocabulary</p>	<p>Oracy Students will engage in group discussion throughout this scheme of work, considering their opinion on the events of the novel and the context in which it is set. Each lesson students will be given the opportunity to engage in dialogic talk, considering the impact and importance of key themes, vocabulary and author's intentions on their understanding. Every lesson students will be given the opportunity to read aloud, developing their fluency of reading.</p>
<p>Cultural Capital</p>	<p>Students will develop their cultural capital through discussions around neurodivergence, mathematical theories, space, Christianity, the detective genre, familial abuse, independence as a teenager and travelling within the UK.</p>
<p>What are you expecting students to be able to do at the end of the module that they couldn't do at the start?</p>	<p>Literacy: Improved extended writing using clear success criteria Descriptive COMPASSES techniques to use in their own writing To spell and use new vocabulary higher tier vocabulary correctly. Persuasive language techniques Improved reading comprehension</p> <p>Throughout the study of this novel, students will develop their analytical skills throughout writing a range of paragraphs. They will also complete comprehension tasks, challenging their recall and checking their understanding of the novel. They will also complete a range of writing tasks, designed to develop their use of language and structure to achieve a purpose. The main focus of this novel and the assessment at the end is to engage students by getting them to give their opinion on the purpose of the book - to represent autism or growing up. Students will examine events from the text to see if</p>

	<p>they personally associate them more with neurodivergence or growing up, with a particular focus on analysing the end of the text in this light.</p> <p>Key words Asperger’s Syndrome, claustrophobia, clever, difficulty, evidence, intelligent, infinite, investigation, physics, suspect, complicated, concentrate, inspiration, intuition, logical, observant, pressure, suspicious, trespass, uncomfortable.</p> <p>SEND Support tasks given on all slides. Sentence starters given by the teacher and on the slides. Think, pair, share to writing tasks to support and inspire pupils. Use of PCS 10 for SEND strategies. . Targeted questioning. Modelling work, such as the live modelling of analytical paragraphs. Group work pairings to support the student to succeed.</p>
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