

Year 8 English

Subject Title	English
Setting information	For each teaching side of the year group: 2 upper mixed ability sets 3 middle mixed ability sets 1 lower ability set
Time allowed	7 lessons per fortnight
Homework information	Set once per week. Tasks often involve creative responses to texts, creative writing, research, independent reading and learning key words. At certain points in the year, longer research or project style tasks are set.

Term	Topics	Skills	Assessment
1 and 2	<p><b><u>Equality and Diversity</u></b> - exploration of ideas about the themes of equality and diversity through a range of <b>non-fiction extracts, poetry from other cultures, and a class reader or 'The Tempest'</b></p> <p><b>Skills for Success – Resilient Learners</b></p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> <li>- Forming interpretations of texts and developing an informed personal response to challenging issues and viewpoints</li> <li>- Supporting interpretations with textual references</li> <li>- Analysing writers' methods (language choice, register, narrative structure, character, theme, genre, and poetic methods)</li> <li>- Understanding relationships between texts and the contexts in which they were written</li> <li>- Understanding authorial intent</li> </ul> <p><u>Transactional texts (non-fiction) reading and writing skills:</u></p> <ul style="list-style-type: none"> <li>- Retrieving information from texts</li> </ul>	<p><u>Term 1: Skills in reading and interpreting literary texts:</u> A paragraph analysing a section of the class text</p> <p><u>Term 2: Skills in reading and interpreting literary texts:</u> An essay about how a character and theme is developed through the class text</p>

		<ul style="list-style-type: none"> <li>- Analysing language and structural features and devices</li> <li>- Evaluating writers' methods</li> <li>- Making inferences</li> <li>- Writing to express a viewpoint</li> <li>- Writing in different styles and genres</li> <li>- Writing for different purposes: to inform, explain, argue and persuade</li> <li>- Writing with accurate spelling; accurate and varied punctuation, grammar and vocabulary</li> </ul> <p><u>Spoken language skills:</u></p> <ul style="list-style-type: none"> <li>- express ideas and information in a coherent and audible manner</li> <li>- Organise a speech or presentation using effective strategies to engage the audience</li> <li>- Listen and respond to feedback and questions from an audience</li> </ul>	
<b>3</b>	<p><b><u>The Gothic Genre</u></b> Reading and exploring extracts from our literary heritage alongside more modern adaptations and interpretations of the genre. Students will also develop their creative writing skills in this genre.</p> <p>Extracts include 'The Woman in Black', 'Dracula' and the short story 'The Tell Tale Heart'.</p> <p><b>Skills for Success – Independent Learners</b></p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> <li>- Forming interpretations of texts</li> <li>- Supporting interpretations with textual references</li> <li>- Analysing writers' methods (language choice, narrative structure, character, theme, setting, style)</li> <li>- analysing specific genre conventions.</li> <li>- Understanding relationships between texts and the contexts in which they were written</li> <li>- Understanding authorial intent</li> </ul> <p><u>Descriptive and narrative writing skills:</u></p>	<p><u>Narrative and descriptive writing:</u> Write an opening to a Gothic story using techniques to develop tension and suspense.</p>

		<ul style="list-style-type: none"> <li>• Writing with accurate spelling; and accurate and varied punctuation, grammar and vocabulary</li> <li>• Adhering to genre</li> <li>• Establishing setting for 'gothic' style</li> <li>• Characterisation</li> <li>• Use of effective imagery</li> <li>• Use of effective narrative structures with a focus on the development of tension and suspense.</li> </ul>	
4	<p><b><u>Childhood – Poetry Focus</u></b></p> <p>Exploration of ideas about childhood and growing up through <b>poetry</b> for <b>comparison</b></p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> <li>- Forming interpretations of poetry texts</li> <li>- Supporting interpretations with textual references</li> <li>- Analysing writers' methods in poetry: simile, metaphor, personification; alliteration, rhythm, rhyme.</li> <li>- Exploring poetic forms e.g. lyrical, and structures</li> <li>- Understanding relationships between texts and the contexts in which they were written</li> <li>- Understanding authorial intent</li> <li>- comparing writers' methods.</li> </ul>	<p><u>Skills in responding to and comparing literary texts:</u></p> <p>Comparative paragraphs of two poems</p>
5	<p><b><u>Childhood – Non-Fiction Focus</u></b></p> <p>Exploration of ideas about childhood and growing up through <b>non-fiction texts</b> for <b>comparison</b></p>	<p><u>Reading skills (non-fiction texts):</u></p> <ul style="list-style-type: none"> <li>- Retrieving information from texts and</li> <li>- developing strategies for decoding challenging language</li> <li>- Analysing language and structural features and devices</li> <li>- Evaluating writers' methods</li> <li>- Making inferences</li> <li>- developing comparative analysis.</li> </ul>	<p><u>Skills in reading and interpreting non-fiction texts:</u></p> <p>Comparison of two non-fiction extracts (comprehension, comparisons/summary)</p>

6	<p><b><u>Childhood – Dickens and his Creation of Characters</u></b></p> <p>An exploration of ideas about childhood and growing up through extracts from <b>fiction</b> extracts from the literary heritage (Dickens)</p>	<p><u>Reading skills (literary texts):</u></p> <ul style="list-style-type: none"> <li>- Forming interpretations of texts</li> <li>- Supporting interpretations with textual references</li> <li>- Analysing writers’ methods (language choice – with a focus on close word level analysis -, narrative structure, character, theme, setting, style)</li> <li>- Understanding relationships between texts and the contexts in which they were written, specifically knowledge of Victorian society through the lens of childhood.</li> <li>- Understanding authorial intent.</li> </ul> <p><u>Descriptive and narrative writing skills:</u></p> <ul style="list-style-type: none"> <li>• Writing with accurate spelling; and accurate and varied punctuation, grammar and vocabulary</li> <li>• Establishing setting</li> <li>• Characterisation</li> <li>• Use of effective imagery</li> <li>• Use of effective narrative structures</li> <li>• Specifically, establishing the tone and style and language of a 19<sup>th</sup> century Dickens’ narrative.</li> </ul>	<p><u>Narrative and Descriptive Writing Skills</u></p> <p>Students produce an extra chapter of ‘Great Expectations’ with a focus on crafting a character through their language</p>
Links to websites and revision materials:		<p>Spelling, punctuation and grammar: <a href="https://www.grammar-monster.com/">https://www.grammar-monster.com/</a></p> <p>Poetry form: <a href="https://www.bbc.co.uk/bitesize/topics/zmbj382">https://www.bbc.co.uk/bitesize/topics/zmbj382</a></p> <p>Characterisation: <a href="https://www.bbc.co.uk/bitesize/guides/z3vwq6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z3vwq6f/revision/1</a></p> <p>Analysing setting: <a href="https://www.bbc.co.uk/bitesize/guides/z8ktpv4/revision/3">https://www.bbc.co.uk/bitesize/guides/z8ktpv4/revision/3</a></p> <p>Revision of punctuation: <a href="https://www.ef.co.uk/english-resources/english-grammar/punctuation/">https://www.ef.co.uk/english-resources/english-grammar/punctuation/</a></p> <p>Grammar revision: <a href="https://www.grammarbook.com/english_rules.asp">https://www.grammarbook.com/english_rules.asp</a></p> <p>Spelling: <a href="https://www.bbc.co.uk/teach/skillswise/spelling/z6c6d6f">https://www.bbc.co.uk/teach/skillswise/spelling/z6c6d6f</a></p>	

Revision of non-fiction texts:

<https://www.bbc.co.uk/bitesize/guides/z97mxnb/revision/1>

Writing skills:

<https://www.bbc.co.uk/bitesize/topics/zywfbk7>

Describing tone:

<https://www.writerswrite.co.za/155-words-to-describe-an-authors-tone/>

The Gothic:

<https://study.com/academy/lesson/gothic-novels-characteristics-examples.html>

Challenging articles on the Gothic:

<https://www.bl.uk/romantics-and-victorians/themes/the-gothic>