

CNCS

Year 8 English: Curriculum Overview

Rationale: In Year 8 students will build on prior knowledge from Year 7 and KS2 to continue to develop their skills in reading and writing through exploring a range of fiction and non-fiction texts, such as prose, poetry and drama alongside a variety of non-fiction text types such as diaries, articles and speeches. Using a thematic approach, students will learn how to understand and analyse texts for deeper meaning and be able to comment on how writers use language to create meaning using subject terminology. Students will revisit and be introduced to a range of specific subject terminology, learning how to identify and discuss this appropriately as well as to implement it within their own writing. Furthermore, students will be given opportunities to develop their own personal responses to topics (such as equality and prejudice and conflict poetry) and consider how to communicate this orally to develop their speaking and listening skills.

A learner in Year 8 will know/ have studied:

The significance of plot, character and theme within Animal Farm (novel).
 A range of fictional extracts on sources focused on the theme of Heroes and Villains (Greek Mythology).
 A range of non-fiction sources focused on the theme of prejudice and equality considering the social/historical/cultural impacts of this.
 A range of poems exploring the theme of power and conflict considering writer’s craft and the social/ moral/ cultural contexts of this.
 The significance of plot, character, theme and stagecraft within Romeo and Juliet and the impact of drama on an audience.

A learner in Year 8 will be able to:

Reading: understand key parts of a text, identify key information from a text, identify aspects of subject terminology, select relevant words/ phrases and textual references, analyse writers use of language for meaning and effect (considering connotations of key words/ phrases), analyse writers use of structure for meaning and effect and begin to analyse writers use of tone for meaning and effect.

Writing: develop creative writing skills focused on using figurative language effectively to describe setting and character, plan a coherent and controlled narrative, confidently plan and produce a range of non-fiction resources including letters (formal and informal), diaries, articles and guides, write creatively to achieve particular effects (tension, mystery...) and confidently implement figurative devices and structural features to create an engaging narrative. Write for a range of different purposes to express own opinion and adapt language and tone to suit context and task.

SPaG: use capital letters, full stops, simple, compound, complex sentences, commas, apostrophes, speech marks, colons, semi-colons, hyphens, parenthesis, ellipsis, sentence types (declarative, imperative, exclamatory, interrogative), paragraphing (for effect) with accuracy and precision.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Transition: Heroes and Villains (7 weeks)	<u>Students will explore</u> a range of fiction extracts used to develop and re-cap reading and writing skills, spelling and vocab focused on Greek Mythology in their transition from Year 7 to Year 8. Students will recap and practice how to understand, summarise, retrieve information,	1.1 Baseline: Writing (Persuasive Writing - SPaG) 1.1 Pitstop: Reading (Comprehension,	Week 1 – Vocabulary Week 2 & 3 – KS3 Reading and Writing Skills on Seneca	Students will recap reading and writing skills expected at the end of Year 7 and develop analysis skills through developing their reading fluency of more complex texts. Students can understand and summarise an extract and identify keys parts of the text to

	identify key parts of the text, explain, infer, identify aspects of subject terminology, select key quotations, consider with developing confidence the meanings and effects of language, structure and tone.	Terminology, Explanation and Inference) 1.1 End: Writing (Diary/Monologue Writing)	Week 4 – Letter Writing Week 5-7 - KS3 Reading and Writing Skills on Seneca	demonstrate their comprehension skills, knowledge of subject terminology and to analyse meaning and effect of writer’s choices. Students can write accurately and fluently demonstrating their understanding of SPaG skills and begin to tailor their writing for purpose, audience and tone. Skills interleaved: - Reading a text (KS2) - Understanding of a text (KS2/3) - Identification of devices (KS3)
1.2 Animal Farm (7 weeks)	Within 1.2 students will develop their passion for reading through Animal Farm. Students will understand the plot; presentation and development of key characters, key themes, relationships between characters and the social/moral/historical context of the Russian Revolution and communism. Students will recap and develop their SPaG skills developing and adapting language and tone to write for different purposes and audiences with a key focus on planning, rehearsing and performing a speech considering structure, tone, clarity and diction.	1.2 Pitstop: Reading (Comprehension, Terminology, Explanation and Inference & SPaG) 1.2 End: Reading & Writing (Comprehension, Explanation and Inference & Character Monologue Performance)	Week 1 – Vocabulary Week 2 & 3 – Animal Farm on Seneca Week 4 – Diary Writing Week 5-7 - Animal Farm on Seneca	Students can understand a text and comment on the meaning and effect using terminology. Students can respond to questions based on characters/themes/relationships. Students will have read a novel in depth and will have developed their ability to discuss and debate key themes and ideas. Skills interleaved: - Reading and understanding a novel (KS2/3) - Identification of key evidence (KS3) - Exploring evidence for meaning and effects using terminology (KS3) - Spoken word performance (KS2/3)
2.1. Equality and Prejudice Non-Fiction Reading and Writing (7 weeks)	Exploration of a range of extracts used to explore how writers present equality and prejudice including diaries, articles, report and letters. Students will become adept at identifying and using DAFOREST devices and adapting writing using purpose, audience, form and tone (PAFT). Students will continue to recap of basic SPaG skills with a focus on use of higher order skills and writing with cohesion and accuracy. Focus on	2.1 Pitstop: Reading & Writing (Terminology & Article Writing) 2.1 End: Reading & Writing (Terminology & Speech Writing)	Week 1 – Vocabulary Week 2 & 3 – KS3 Punctuation on Seneca Week 4 – Speech Writing	Students can understand and respond to questions on non-fiction extracts and begin to consider how writer’s use rhetorical techniques to create effects. Students can also research, plan and implement rhetorical devices in a range of transactional tasks with confidence and write for a range of purposes and audiences using accurate SPaG.

	planning, drafting, writing and editing transactional writing.		Week 5-7 – KS3 Punctuation on Seneca	Skills interleaved: - Writing for different audiences (KS2/3) - Using rhetorical devices (KS3) - Using accurate SPaG (KS2/3)
2.2 Power and Conflict Poetry (6 weeks)	Students will understand and appreciate the story/message in each of the poems in the power and conflict anthology by identifying relevant evidence from poems, beginning to analyse writer’s crafts and methods, developing an understanding of poetic techniques. Students will hone their speaking and listening skills with a focus on: diction, clarity, tone and communication.	2.2 Pitstop: Reading (Poetic Terminology & Poem Analysis) 2.2 End: (Terminology, SPaG & Poetry Project Performance)	Week 1 – Vocabulary Week 2 & 3 – KS3 Grammar on Seneca Week 4 – Diary Writing Week 5 & 6 – KS3 Grammar on Seneca	Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can understand the key messages and themes within the poem, identify aspects of key poetic terminology, retrieve key quotations and analyse language, structure and tone and the effect created. Students can confidently learn and perform a poem in a group and are able to communicate their ideas verbally with fluency and confidence. Skills interleaved: - Understanding a text’s message (KS3) - Identifying poetic techniques (KS3) - Exploring effects (KS3) - Spoken word performance (KS2/3)
3.1 Creative Writing (5 weeks)	Students will express their creative flair through a range of fiction used to explore how writer’s create tension, suspense, character and mystery while considering form and structure of narrative and descriptive writing. Students will use higher order writing skills to develop cohesion and accuracy while focusing on planning, drafting, writing and editing work considering plot, characterisation, development and creating mood and atmosphere.	3.1 Pitstop: Writing (Opening to a Narrative) 3.1 End: Writing (Narrative Writing and SPaG)	Week 1 – Vocabulary Week 2 & 3 – KS3 SPaG on Seneca Week 4 – Narrative Writing Week 5 – KS3 SPaG on Seneca	Students can understand and respond to questions on fiction extracts and begin to consider how writer’s use figurative techniques to create effects. Students can also plan and implement a range of creative devices with accuracy and effect focusing on creating character and engagement and develop a narrative plot with control and coherence using accurate SPaG. Skills interleaved: - Accurate SPaG (KS2/3) - Writing for different purposes (KS2/3) - Awareness of writer’s craft (KS2/3)

3.2 Romeo and Juliet (7 weeks)	Students will appreciate Shakespearean tragedy through the plot, characters and themes in Romeo and Juliet. Students will also explore the social/moral/historical context of Shakespearean theatre, patriarchal society and limitations on women, knowledge of stage craft and the structure and conventions of tragedy (Greek and Shakespearean). Students will practice their analytical skills and begin to offer alternative interpretations of writer's dramatic choices.	3.2 Pitstop: Reading (Comprehension, Dramatic Terminology & Diary Entry) 3.2 End: Reading & Writing (Comprehension, Character Monologue & Monologue Performance)	Week 1 – Vocabulary Week 2 & 3 – Romeo and Juliet on Seneca Week 4 – Character Profile Week 5 & 6 – Romeo and Juliet on Seneca	Students can understand and appreciate Shakespeare's presentation of plot, character and theme and analyse key dramatic terminology whilst beginning to evaluate Shakespearean tragedy. Students can use descriptive devices with confidence and produce a range of writing (diary / letter/ monologue) to consolidate their knowledge of plot, character and theme using accurate SPaG. Skills interleaved: <ul style="list-style-type: none"> - Reading and understanding a text (KS2/3) - Identifying key evidence (KS3) - Exploring evidence for meaning and effects (KS3) - Accurately using and identifying dramatic devices (KS3) - Performing monologues (KS2/3)
Wider Reading Opportunities: Students will have a fortnightly library lesson where they will select a book of their choice to read for pleasure. Students will explore a range of key literary figures monthly through our literary calendar including; Charles Dickens, Rudyard Kipling, J. M Barrie and more.				