

## Year 8 ENGLISH

### Overall Intent:

In Year 8, students study a wide variety of topics and texts, from the contemporary ‘Harry Potter’, to Shakespeare’s timeless ‘The Tempest’. We cover a range of fundamental writing skills, allowing our students to explore their imagination through a range of writing formats such as letter writing, creative descriptive writing and script writing. In doing so, they build the understanding to explore their own use of language and how it is used to create a desired effect. They develop their awareness of narrative structure, atmosphere, and characterisation. These are built on in Year 9 when we begin to study GCSE level texts such as Dickens’ ‘A Christmas Carol’ and Shakespeare’s ‘Macbeth’. The intricacy and difficulty of our selected texts are gradually increased, to facilitate students’ progression and provide appropriate challenge. By developing students’ reading and writing skills, we are supporting our students in building their ability and their confidence in responding to exam-style questions, both in a structured, written format, and by articulating their response orally through our dedicated oracy workshops.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/Area of study</b>	FICTION	POETRY FROM OTHER CULTURES	NON-FICTION (LETTERS AND DIARIES)	SHAKESPEARE (THE TEMPEST)	PREPARATION FOR END OF YEAR EXAM	MEDIA PROJECT
<b>Key learning aims – knowledge and skills</b>	<p>To understand and explore narrative structure, looking particularly at settings and expositions.</p> <p>To understand the definition of genre and be able to categorise fiction texts by genre.</p> <p>To understand and explore Propp’s character types and how this can</p>	<p>To understand and be able to use more advanced poetic terminology when analysing poetry, particularly in relation to imagery.</p> <p>To understand and explore how poets’ own identities and cultures influence their poetry.</p> <p>To explore ideas about our own culture and identity</p>	<p>To analyse different non-fiction texts through exploring type, audience, and purpose.</p> <p>To understand the proper structure of writing a letter, looking at examples and creating our own.</p> <p>To understand the features of persuasive writing and identifying /</p>	<p>To understand the context and plot of Shakespeare’s ‘The Tempest’.</p> <p>To understand key characters, how they are related, and their functions within the play.</p> <p>To identify relevant quotations to help analyse the character of Caliban.</p> <p>To explore how Shakespeare makes</p>	<p>To develop confidence with identifying and analysing word classifications.</p> <p>To understand and develop ability to respond using PEE structure.</p> <p>To understand and develop ability to write imaginatively using AFORREST devices.</p>	<p>To understand and explore the characteristics of different genres of film.</p> <p>To understand and explore what makes a film successful.</p> <p>To understand and explore how an effective atmosphere is created.</p> <p>To convert a film scene to a</p>

	<p>be used to analyse characters in a range of fiction texts.</p> <p>To analyse atmosphere in a range of fiction texts and use language features to explore the effect.</p> <p>To create an original piece of descriptive writing using a visual stimulus.</p>	<p>and express them ideas through our poetry.</p> <p>To analyse the similarities and differences between two poems.</p> <p>To be able to create our own poems and evaluate the success through personal and peer reflection.</p>	<p>analysing these, considering the writers' intentions and resulting effect.</p> <p>To analyse a range of persuasive features in famous speeches.</p> <p>To create an original persuasive speech and evaluate the success through personal and peer reflection.</p>	<p>use of dramatic devices to make his plot/characters engaging to his audience.</p> <p>To use PEE structure to generate an essay response.</p> <p>To explore core themes in the play and how they run through key scenes.</p> <p>To evaluate how Shakespeare used the ending to 'The Tempest' to optimise impact.</p>	<p>To understand and become familiar with grading criteria and how to meet our targets.</p> <p>To respond to exam-style questions with increasing confidence and ability.</p> <p>To evaluate individual responses through personal and peer reflection.</p>	<p>descriptive piece of writing.</p> <p>To analyse an opening scene with reference to directors' choices and the resulting effect.</p> <p>To design a successful TV pilot with consideration given to production costs, advertising, target audience etc.</p>
<b>Assessment</b>	Harry Potter Fiction Assessment (Reading Skills)	Comparing Poetry Assessment (Reading Skills)	Letter-writing Assessment (Writing Skills)	Shakespeare's 'The Tempest' Assessment (Reading Skills)	End of Year Assessment (Reading and Writing)	