

Subject area – English. Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Novel</p> <p>“Of Mice and Men”</p> <p>All classes read a whole novel with focus on character, plot, text construction, themes, language and impact on the reader.</p>	<p>In the News</p> <p>All classes read a range of non-fiction texts to develop comprehension skills. Students write a non-fiction text with an awareness of text type, audience and purpose incorporating appropriate techniques.</p>	<p>Poetry</p> <p>All classes study a range of poems with focus on appropriate terminology and analytical skills when comparing.</p>	<p>Shakespeare Play</p> <p>“The Tempest” or “A Midsummer Night’s Dream</p> <p>All classes read a whole play with focus on character, theme and plot. Students also select and analyse appropriate quotations.</p>	<p>19th Century Fiction</p> <p>All classes read a range of extracts from 19th century fiction with focus on language, form, structure and theme.</p>	<p>ICE (Invictus Communication Examination)</p> <p>All students complete a Speaking and Listening exam.</p>
Assessment	<p>Reading Assessment. Analyse an unseen extract in relation to how character, theme or setting is presented. Plus, an explorative question on the importance of a character, theme, setting elsewhere in the text.</p> <p>Aspect 1 – Identify, interpret and synthesise information. Aspect 2 – Explain,</p>	<p>Writing Assessment. (Self Assessment) Write a news broadcast/report using appropriate techniques.</p> <p>Aspect 5 – Communicate and organise. Aspect 6 – Technical accuracy.</p> <p>Speaking and Listening Assessment. As a group, perform a news bulletin based on an event of one of their classmates. Pass, Merit, Distinction</p>	<p>Reading Assessment. (Open text) Compare a named poem to a poem of their choice from the collection studied in lessons.</p> <p>Aspect 1 – Identify, interpret and synthesise information. Aspect 2 – Explain, comment and analyse language.</p>	<p>Reading Assessment. (Closed text) Analyse an unseen extract in relation to how character, theme or setting is presented. Plus, an explorative question on the importance of a theme elsewhere in the text.</p> <p>Aspect 1 – Identify, interpret and synthesise information. Aspect 2 – Explain, comment and analyse language.</p>	<p>Writing Assessment. Imaginative writing task based on a theme from the reading material.</p> <p>Aspect 5 – Communicate and organise. Aspect 6 – Technical accuracy.</p>	<p>Invictus Examination Complete 4 Speaking and Listening tasks: Dramatic reading of a poem/monologue; Dramatic reading from a novel; Presentation on a chosen topic; Q&A session.</p> <p>Pass/Strong Pass/Commended/Highly Commended/Distinction</p>

	comment and analyse language.					
H/WK	Reading extracts and analysing important quotations using PEEL. Writing character and plot summaries. Research relating to America in the 1930s. SPaG work relevant to text. Possible EDUCAKE tasks.	Reading and annotating typical features of non-fiction texts. Answering comprehension questions on non-fiction articles. Writing in a variety of non-fiction forms. Drafting and editing work. Possible EDUCAKE tasks.	Reading and annotating poems. Answering comprehension questions relating to the poems. Exercises on poetry vocabulary and terminology. Analysing quotations using PEEL. Write a poem based on the themes of the poems studied using similar techniques. Spelling test on poetry vocabulary. Possible EDUCAKE tasks.	Reading extracts and analysing important quotations using PEEL. Writing character and plot summaries. Rehearsing for dramatic readings. Research relating to Elizabethan/Jacobean England. SPaG work relevant to text. Possible EDUCAKE tasks.	Reading and annotating features of language and structure within 19 th century fiction texts. Answering comprehension and exam-style questions about the texts. Writing PEEL paragraphs using important quotations. Research relating to Britain in the 1800s. Possible EDUCAKE tasks.	Reading a variety of poems and monologues from a collection. Reading a novel from a prescribed reading list. Practising dramatic readings from chosen texts. Preparing a speech on a chosen topic.
Arts Mark	Students use DRAMA during their reading of the text and performing key scenes, as well as hotseating characters. Students are asked to use ART to draw the characters using quotations from the text.	Students study and use MEDIA forms throughout the scheme of work. They use DRAMA as part of a Speaking and Listening task when recreating a news bulletin. The Writing Assessment also involves CREATIVE WRITING.	Students use DRAMA to perform the poems and think in-role as characters. CREATIVE WRITING skills are utilised when creating their own poems based on the techniques and themes studied.	Students use DRAMA when acting out the play and taking on roles. ART, CRAFT and DESIGN skills are used during tasks related to costume/set designing.	Students use CREATIVE WRITING skills in their assessment.	Students rely on DRAMA skills for several components of the examination which involve dramatic readings and performances.

Building on prior learning	<p>Students develop their reading and analytical skills from Year 7 by studying a full novel, a full Shakespeare play and a collection of poetry.</p> <p>Writing assessments closely reference the mark scheme criteria and allow students to easily identify and progress from their marks/step in Year 7.</p> <p>Students improve on Speaking and Listening skills from Year 7 with a Spoken Examination at end of Year 8.</p> <p>Key words, vocabulary and subject terminology expanded throughout year.</p>
Enrichment within the Curriculum	<p>History - Context relating to: America in 1930s in "Of Mice and Men"; Elizabethan / Jacobean era whilst studying Shakespeare; Victorian Britain when studying 19th Century Fiction .</p> <p>Drama – Presentational devices, dramatic techniques and terminology.</p> <p>PSHE – Discrimination due to race, sex or disability is a prominent feature during our study of "Of Mice and Men".</p>
Extracurricular opportunities	<p>Invictus Speaks</p> <p>Magistrates' Court Mock Trial</p>
Positive impacting on personal development (SMSC)	<p>Group work and communication</p> <p>Confidence through contribution and presenting ideas</p> <p>Wider understanding of cultural influences and historical backgrounds which shape individuals</p> <p>Emotional intelligence</p>
Preparing for the next stage of education	<p>Students will further develop their analytical and comparison skills of poetry and non-fiction in Year 9 and GCSE. Writing tasks begin to show clear distinctions between imaginative tasks and those with a distinct purpose, audience and form. Students will gain skills to aid their study of the GCSE Shakespeare play: "Macbeth" and "An Inspector Calls" at the end of Year 9.</p>
Ways to support your child's learning	<p>Praise for effort rather than being 'clever' shows them that by working hard they can always improve</p>
<p>Visits and trips</p> <p>Websites / books /papers / magazines</p> <p>TV/Films</p> <p>Blogs/ podcasts</p>	<p>Shakespeare's animated tales</p> <p>BBC Bitesize</p> <p>Educake activities</p>