

**INTENT**

To embed the skills of analysis (the six sentence paragraph structure) and descriptive and transactional writing, to embed the skills of speaking and listening.

**Bilton School Planning for Progress over Time Programme of Study 2024/25**

**The bigger picture:**

"All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised." National curriculum in England September 2013  
The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21<sup>st</sup> century to give them a grounding for the demands of the 21<sup>st</sup> century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

**IMPLEMENTATION**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8</b>	<b>Ruby in the Smoke Reading</b>	<b>Crime Writing Writing</b>	<b>Poetic Voices Reading</b>	<b>Ready Player One Writing</b>	<b>Film Reading/Writing</b>	<b>Merchant of Venice Reading</b>
<b>Progress and assessment</b>	1. First FAR – How does Pullman present Mrs Holland/ Adelaide in Chapter 6?  2. Mid-assessment – how does Pullman present the setting in Chapter 10?  3. Final-assessment: How is Mrs Holland presented in Chapter 18?	1 Writing an article on the topic ‘ <i>should flogging be abolished as a punishment for juvenile crime</i> ’.  2 You are going to imagine that you presenting a speech to the house of commons. You are arguing why universal education is needed to prevent youth crime  3 Write a speech arguing “ <i>Why Poverty is the Biggest Criminal in 2020.</i> ”	1. Students independently choose a quotation and explain why it show atmosphere is thrilling. (Lesson 2)  2. How does Agard present ideas about Patriotism in Flag?  3. How does Jackie Kay present ideas about identity in <i>Old Tongue</i> ?	1. FAR: write two paragraphs describing an image.  2. MA: Write your own description based on an image.  3. FA: Write your own description based on an image.	1. How has the director used the features of the poster to attract audiences?  2. Create and evaluate your own storyboard. (Product)  3. Create and evaluate your own storyboard. (Trailer)	1. Starting with this conversation, explore how Shakespeare presents attitudes towards Shylock in The Merchant of Venice.  2. Starting with this speech explore how Shakespeare presents ideas about romantic love in The Merchant of Venice  3. Starting with this speech explore how Shakespeare presents ideas about revenge/Portia as a strong character.
<b>Homework</b>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>	All homeworks will be linked to: <ul style="list-style-type: none"> <li>• Reading independently</li> <li>• Practising topic spellings</li> <li>• Practising sentence types for writing skills</li> </ul>
<b>Literacy (including reading)</b>	Reading extracts and novels.  Vocabulary of 10 words per topic.	Reading extracts and novels.  Vocabulary of 10 words per topic.	Reading extracts and novels.  Vocabulary of 10 words per topic.	Reading extracts and novels.  Vocabulary of 10 words per topic.	Reading extracts and novels.  Vocabulary of 10 words per topic.	Reading extracts and novels.  Vocabulary of 10 words per topic.
<b>Cultural Capital</b>	British Raj and Victorian Life	Victorian London and Social Problems	Spoken Word Poet  Forms	Modern Life and Gaming	Media Literacy	Shakespeare, Prejudice and Anti-Semitism
<b>Social, Moral, Spiritual and Cultural Development</b>	Victorian London: Social Problems	Does religion help people to be good?	Creation stories across our world	How are ancient beliefs useful in the modern world?	Does today’s society show more equality than ancient Greece?	Journeys: Buddhism and Spirituality
<b>Fundamental British Values</b>	Democracy and Liberty	Respect and Tolerance	Respect and Tolerance	Rule of Law	Equality, Democracy, Liberty	Respect and Tolerance
<b>End Points</b>	-practice use of analysis skills  – looking at writer’s use of word choice, student write clearly looking at connotations  -beginning to form and evaluate their own opinions on a text and practise this  -focus on looking at a novel to encourage reading habits  -using differentiated structure strips  -exploring character development	-study a range of non-fiction texts and understand their purpose, audience and influence of context  -analyse the writer’s use of words and create their own piece, focusing on making impact and editing it  -identify line of argument throughout the text, beginning to develop it  - identify how the writer manipulates the reader through use of word choices and emulating this with vocabulary  -understand and apply how to use figurative language and structure in writing	-appreciate our and others’ heritage and identity  -to express clear views on how the writer uses and manipulates you  -to express clear views when exploring poems, looking at ideas and meaning  -use quotations independently and confidently to back up ideas, looking at more than one meaning (beginning to look at interpretations)  -recognising and exploring themes in poems  -recognising and exploring the use of patterns of language in poems	- Reading and understanding the genre of dystopian literature  - Experience of reading extracts as well as a whole text.  - Preparation for organising and developing a narrative effectively  - Write clearly, accurately and coherently for a range of different audiences – building on skills they have learned (longer pieces of writing with more use of devices)  -accurately use SPAG	-appreciate the literary heritage and learn about another culture/ subject  -confidently and independently explore the effect of context and audience  -analyse language and structure looking at connotations and themes  -learning to develop an independent line of argument in marketing a media campaign	-appreciate the literary heritage, plays and focus on Shakespeare  -participating in discussion/debate  -exploring the idea of tragedies  -write about the influence of context (e.g. patriarchal society)  -recognising and exploring the writer’s use of patterns and themes throughout the play  -forming and evaluating own opinions

**IMPACT:**

By the end of Year 8:-read easily, fluently and with good understanding -develop the habit of reading - acquire a wide vocabulary- appreciate our literary heritage -write clearly, accurately and coherently, adapting their language - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.