

Curriculum Overview: Year 8 English

Rationale: In Year 8 we endeavour to build on students' knowledge of a range of fiction and non-fiction texts, such as novels, poetry and articles. Students will continue to learn how to analyse texts on a deeper level, paying particular attention to the methods writers use to create meaning. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term / Length of Unit	Outline	Key Vocabulary	Reading Strategy	Skills Focus & Skills Interleaved	Home Learning	Assessment
Year 8 Autumn 1.1	<p><u>Speech Writing - Henry V speeches</u></p> <p>Students will explore the key features of speech writing and rhetoric, with a particular focus on inspiring speeches from Shakespeare's Henry V. They will analyse and apply how powerful language, sentence variety, and punctuation are used for effect.</p>	<p>Rhetoric Emotive Language Alliteration Exaggeration Rhetorical Questions Repetition Motivational Pathos Logos Ethos</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Reading and comprehension of famous speeches • Using a variety of sentence types and punctuation for effect • Using persuasive devices effectively <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension of non-fiction texts (year 7 Spring 2) • Writing non-fiction texts (year 7 Spring 2) • Punctuation and sentence variety (KS2) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check / Final Assessment:</p> <p>Persuasive speech on given topic (speaking & listening).</p> <p>Full persuasive speech on given topic (written response).</p>

Year 8 Autumn 1.2	<p><u>Power and Conflict Poetry</u></p> <p>Students study a range of poems linked to the theme of power and conflict. Students will understand how the context of a poem affects the meaning and apply this to their responses.</p>	<p>Semantic field Imagery Rhyme Repetition Stanza End -stopped lines Enjambment Caesura</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Analysis of writer's methods to create meaning. • Analysis of poetic methods. • Use of references to support ideas. • Applying terminology accurately. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Awareness of the writer (Year 7 – Autumn 2, Spring 1, Spring 2, Summer 1 and 2) • Use of references to support ideas (Year 7 – Autumn 2, Spring 1, Summer 1 and 2) • Reading and comprehension (Year 7) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check/ Final Assessment: One poem assessment.</p>
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Year 8 Spring 2.1	<p><u>Gothic Writing</u></p> <p>Students will explore the conventions of the Gothic genre, and create their own Gothic descriptions using figurative language effectively.</p>	<p>Melancholic Ominous Perilous Sinister Desolate Isolated Eerie Macabre Pallid Satanic Austere Forsaken Pungent Menacing Furtive</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Writing accurately and coherently. • Using figurative language effectively. • Applying Gothic conventions. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension of fiction texts (year 7 – Autumn 2, Summer 1) • Creating imagery (year 7 Autumn 1) • Using figurative language (KS2) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check/ Final Assessment: Descriptive writing based on Gothic image</p>
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Year 8 Spring 2.2	<p><u>Empire</u></p> <p>Students to understand the concept of Empire and be able to identify key features in a range of fiction and non-fiction examples. Students to analyse language in fiction and non-fiction texts.</p>	<p>Empire Tyranny Oppression Dehumanisation Colonisation Immortalise Legacy Martyr Imperialism Allegory Primitive Advocate Dictator Conspiracy Symbolism</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Reading and comprehension • Use of references to support ideas. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Awareness of the writer (Year 7 – Autumn 2, Spring 1, Spring 2, Summer 1 and 2) • Use of references to support ideas (Year 7 – Autumn 2, Spring 1, Summer 1 and 2) • Reading and comprehension (Year 7) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check/ Final Assessment: Extract style assessment.</p>
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Year 8 Summer 3.1 (7 weeks & 2 weeks of 3.2)	<p><u>The Foreshadowing</u></p> <p>Students will read the novel 'The Foreshadowing' by Marcus Sedgwick, paying particular attention to how the protagonist develops.</p>	Protagonist Foreshadowing Patriotism Propaganda Mawkish Tension Prophecy Premonition Audacity Recollection Pacifist Jingoistic	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Use of references to support ideas. • Analysis of character. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (Year 7 - Autumn 1 and 2, Spring 1 and 2, year 8 – Autumn 2) • Use of references to support ideas (Year 7 - Autumn 2, Spring 1, Summer 1 and 2) • Analysis of character (Year 7 – Autumn 2, Summer 1) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check: Paragraph on character.</p>
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Year 8 Summer 3.2 (2 weeks)	<p><u>The Foreshadowing and Diverse Shorts.</u></p> <p>Students will analyse the whole novel 'The Foreshadowing', paying particular attention to how the protagonist develops.</p>	Emotive dyadic reciprocated obligatory egalitarian empathy diversity community freedom justice respect arbitrary	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. • Library lesson every fortnight. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Use of references to support ideas. • Analysis of character. • Oracy and presentation skills. • Using spoken English effectively. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (Year 7 - Autumn 1 and 2, Spring 1 and 2, year 8 – Autumn 2) • Use of references to support ideas (Year 7 - Autumn 2, Spring 1, Summer 1 and 2) • Analysis of character (Year 7 – Autumn 2, Summer 1) • Oracy and spoken presentation skills. • Speech writing (Year 8 Autumn 1) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>End Assessment: How does Alexandra change throughout the novel?</p> <p>Assessment: Spoken Language assessment in class.</p>
(4 weeks)	<p>Students will explore a range of short stories based on the theme of diversity. Students to write and perform their own speech.</p>					