## Year 8 - English

|  | | **Fear and Suspense** | | **Cultural Values** | | **Conflict and Power** | |
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| **Unit 1: Character Analysis** | **Unit 2: Narrative Writing** | **Unit 3: Poetry Comparison** | **Unit 4: Writing to advise and inform** | **Unit 5: Theme Study** | **Unit 6: Writing to persuade** |
| Learning outcomes/ composite knowledge:  Pupils will be able to… | | * LO1: Explain how a writer uses language in an extract. * LO2: Explain how language choices effect the reader. | * LO1: Construct an element of a narrative story. * LO2: Select and use appropriate sentence structures in my fiction writing. | * LO1: Compare how the topic of […] is presented across two or more poems? | * LO1: Write elements of an informative and advisory survival guide. | * LO1: Comment on how characters and themes link. * LO2: Select and use appropriate information from a text. | * LO1: Construct a persuasive speech aimed at a specific audience. * LO2: Construct a text using organised paragraphs. |
| Knowledge Components | Literary Studies | * Know the context of the gothic literature. * Know the features of Gothic literature. * Know how to select information in a text. * Know the techniques used by a writer to develop characters. * Know how characters and settings link to genre. | * Know how to structure a specific genre of short story. * Know how characters and settings link to genre. * Know how narrative techniques engage the reader. * Know how figurative language can be used for effect. * Know how to construct characters and settings. | * Know how figurative language can be used for effect. * Know how to trace the developments of a writer’s ideas. * Know a range of poetic devices. * Know how poems can be structured in different ways. * Know the social context of the poem studied. * Know how to select relevant information in a poem. | * Know how a range of reading strategies are used to retrieve relevant information. * Know different types of genres. * Know what Elizabethen’s believed. * Know how to trace the developments of a writer’s ideas. * Know how to track a text. | * Know how a range of strategies are used to retrieve relevant information. * Know the historical context of WW1 * Know how to select relevant information in a text. * Know how to trace the developments of a writer’s ideas. * Know how to track a character’s development. * Know how to track a theme's development. * Know how writers use language and structure to engage a reader. * Know how writers use flashbacks and create a stream of consciousness. * Know the techniques used by a writer to develop characters. * Know how relationships between characters deepen a reader’s understanding. * Know how the actions of characters deepen a reader’s understanding. | * Know how to trace the writer’s ideas throughout a fictional speech. * Know the context of WW1 propaganda. * Know how the purpose and audience of a text impacts the tone. * Know how to trace the developments of a writer’s ideas. * Know how to track a character’s development. |
| Linguistics & grammar | * Know some sentence structures and how they are controlled. * Know how vocabulary is used to create meanings about a character. * Know how the writer's language choices can help readers to make inferences. | * Know how elements of SPaG and vocabulary are used to create meaning. * Know how a variety of punctuation can be used for effect. * Know some sentence structures and how they are controlled. * Know how vocabulary can create mood and atmosphere. | * Know the connectives used for comparison. * Know how writers use linguistic techniques to create meaning. * Know how the writer's language choices can help readers to make inferences. | \* Know how elements of SPaG and vocabulary are used to create meaning.  \* Know how a variety of punctuation can be used for effect. (? !)   * Know some sentence structures and how they are controlled. | * Know how the writer uses verb tenses to gain the reader’s attention. * Know how dialogue between characters deepen a reader’s understanding. | * Know how a variety of punctuation can be used for effect. (? !) * Know how the writer uses specific types of language and sentence structures to create meaning. |
| Complex composition | * Know how to create a reading response using PEEL. | * Know how to plan a narrative story. * Know how to plan initial ideas. * Know how writers organise ideas within and between paragraphs in short stories. * Know how ideas should be paragraphed. * Know how connectives support organisations. | * Know how to create a comparison of the writers’ ideas. * Know how to create a reading response using PEEL | * Know how to plan a non-fiction text. * Know how to plan initial ideas. * Know how writers organise ideas within and between paragraphs in non-fiction. * Know the language and structural features of a survival guide. * Know how connectives support organisation. | * Know how to create a reading response using PEEL. | * Know how to plan a non-fiction text. * Know how to plan initial ideas. * Know how writers organise ideas within and between paragraphs in a speech. |
| Rhetoric |  |  | * Know how social and political ideas are presented in a poem. |  |  | * Know how persuasive language and devices can be used for effect |
| National Curriculum reference | | * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. * checking their understanding to make sure that what they have read makes sense. * making inferences and referring to evidence in the text. * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. * studying characterisation, and the effects of this. | * plan and write accurately, fluently, effectively and at length for pleasure. * write well structured stories and pay attention to accurate grammar, punctuation and spelling. * apply growing knowledge of vocabulary, grammar and text structure to their writing. | * read a wide range of poetry * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. * checking their understanding to make sure that what they have read makes sense. * making inferences and referring to evidence in the text. * knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. * Recognising a range of poetic conventions and understanding how these have been used. * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. * making critical comparisons across texts. | * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries * checking their understanding to make sure that what they have read makes sense. * applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. * considering how their writing reflects the audiences and purposes for which it was intended. * write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences. * plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended. | * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. * checking their understanding to make sure that what they have read makes sense. * making inferences and referring to evidence in the text. * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. * studying setting, plot, and characterisation, and the effects of these. | * learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. * making inferences and referring to evidence in the text. * knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. * considering how their writing reflects the audiences and purposes for which it was intended. * write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences. * plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended. |
| Common misconceptions | | * Gothic Fiction is difficult to read and understand. * Misunderstanding of PEE paragraphs and how to structure them. | * Creating ideas which will not fit appropriately in a short story; * Using words/phrases which link to recounts as opposed to narratives. | * Poems must always rhyme. * Poems cannot be short. * To understand the difference between speaker and author. * Comparison only means things that are similar about a text. | * A fear that Shakespeare is difficult to read and understand. * Using words/phrases which link to persuasion as opposed to informing and advising. | * Evidence from a text can only be dialogue * Not understanding differences in narrative perspective. | * Using words and phrases which link to informing and advising as opposed to persuasion. * A lack of understanding about Propaganda may lead to miss understanding a text. |
| Exemplar Composite Task(s) | | * Write an explanation to show how the writer creates a fearful character. | * Based on the theme of suspense, plan and write the opening of a narrative short story. * Plan and write the next section of the suspense story. | * Write a comparison to show how the topic of cultural identity is presented across two poems you have studied.. | * Plan and write an informative and advisory survival guide based on a desert island. * Plan and write an informative and advisory survival guide based on a place with a cold climate. | * How is the character of … connected to the theme of conflict and power. | * Write part of a speech, aimed at school leavers, encouraging them to join the armed forces. * Write part of a formal letter addressed to the Prime Minister raising your concerns about the age at which young people can join the armed forces.. |