## Year 8 - English

|  | **Fear and Suspense** | **Cultural Values** | **Conflict and Power** |
| --- | --- | --- | --- |
| **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..
 |