



Subject: English Year 8

Overview

In English we offer an inclusive curriculum that provides the opportunity to encounter a wide range of texts written by diverse voices. It aims to engage and inspire students to develop a love of literature and master the written and oral skills required for life. In Year 8 we aim for students to gain an understanding of how to analyse specific language and structural methods used within a variety of texts and genres.

Autumn

Autumn Term 1

'The Hunger Games' by Suzanne Collins

- Definition of and types of dystopia
- Varying language and structure to show character
- Features of descriptive writing and narrative writing and the difference between the two
- Typical techniques used to build tension
- Sub-plot and ANALEPSIS (flashback)
- Knowledge of key themes and characters in the novel
- Analysis of the text – language and structure
- Forming judicious personal opinions of books
- Using inference to form opinions
- Applying language techniques to writing

Assessment:

- STAR Reading Assessment (Accelerated Reader – S1)
- Reading and spelling age assessments (S1)
- Assessment of unit of study tasks: recount from different perspectives and analytical essay on key themes (S2)
- AQA assessment (in-line with Woodland and Redborne)

Spring

Spring Term 1

Conflict Poetry

- Form, structure and language
- Embedding knowledge of poetic devices and poem structure
- Analysis of anthology of poems with the theme of 'conflict'
- Analysis of language and structure
- Development of annotation skills

Spring Term 2

'The Tempest' by William Shakespeare

- The life and times of Shakespeare (revisited; developed)
- Socio-historical context
- Contemporary audience expectations and reactions
- The language of Shakespeare (revisited; developed)
- Dramatic conventions
- Performance techniques
- Features of writing to explain

Assessment:

- STAR Reading Assessment (Accelerated Reader – S1)
- Reading and spelling age assessments (S1)
- Assessment of unit of study tasks: poetry essay and poetic writing (S1); drama performance, staging of a scene and analysis of Shakespeare (S2)
- AQA assessment (in-line with Woodland and Redborne)

Summer	Summer Term 1 & 2 Gothic Horror Literature • Features of Gothic Horror • Socio-historical context of Gothic Horror • Study of a range of Gothic Horror texts, identifying similarities and links to contextual knowledge • Features of descriptive writing (revisited) Autumn Term 2 ‘Stone Cold’ by Robert Swindells • Dual narrative text structure • Standard English, dialect and accent, and how authors show this when writing • Challenges faced by different people • Social context and issues in our society • Features of formal speeches (oracy; revisited) • Features of recount writing (revisited)	Assessment: • STAR Reading Assessment (Accelerated Reader – A1) • Reading and spelling age assessments (A1) • Assessment of unit of study tasks: Gothic Horror essay and setting description (A1); Stone Cold persuasive speech and recount writing (A2) • AQA assessment (in-line with Woodland and Redborne)
	Useful resources for supporting your child at home: • BBC Bitesize (https://www.bbc.co.uk/bitesize) • CGP KS3 English workbook. • CGP KS3 Spelling, punctuation and grammar workbook. • Read at home for at least 20 minutes a day.	Homework: Homework will be set weekly. It will be explained in class and recorded on Edulink. In addition to the set homework, pupils should read outside of school. They are given the opportunity to take out library books during their library lessons each week.