

ENGLISH	YEAR 8
	TERM 1 UNIT 1
Scheme Title	Reading Unit
Purpose of Scheme	<p>Focus on reading two texts over the term, with reading at the core of the lesson, not a marginalised activity.</p> <p>Pupils will be taught to read, understand, and respond to a range of texts through written activities and class discussion.</p>
Knowledge	<ul style="list-style-type: none"> <li>• What is meant by the term 'context' and how it can impact and shape a text.</li> <li>• How literary characters are created as constructs and the ideas they represent.</li> <li>• How literary characters compare and contrast.</li> <li>• How to make inferences from a text.</li> <li>• How to use quotations to support points.</li> <li>• How to adapt register for a range of formats and purposes when discussing a text.</li> <li>• How a range of techniques can be used to create meaning and effects within a text.</li> <li>• How to select relevant details from a text to support ideas.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Pupils can articulate their response to a text using high level vocabulary.</li> <li>• Pupils can explain how characters are a product of their context and embody the traits and ideals of the time period/ genre they belong to.</li> <li>• Read, understand and respond to texts to develop an informed personal response.</li> <li>• Compare and contrast the portrayal of characters in texts.</li> <li>• Show and create empathy in creative writing.</li> <li>• Use a range of sentence structures in writing.</li> <li>• Use a variety of ambitious vocabulary to create meaning and effects in writing and to explain the portrayal of characters in texts.</li> <li>• Adapt register and tone in spoken and written tasks.</li> <li>• Give informed opinions about a text/ character using evidence from the text.</li> <li>• Build skills of inference, both whole text and sentence level.</li> <li>• Decode unfamiliar words in a text/ understand a word in context once they are aware of the definition.</li> <li>• Use textual reference to support and illustrate interpretations.</li> </ul>
Keywords	<ul style="list-style-type: none"> <li>• context</li> <li>• construct</li> <li>• comma splice</li> <li>• quotation</li> <li>• protagonist</li> <li>• genre</li> <li>• register</li> <li>• inference</li> <li>• compare/ contrast</li> <li>• mood atmosphere</li> <li>• empathy</li> <li>• summary</li> <li>• overview</li> <li>• fronted adverbial</li> <li>• denotation</li> <li>• etymology</li> <li>• conventions</li> <li>• run on sentence</li> <li>• pathetic fallacy</li> <li>• metaphor</li> <li>• extended metaphor</li> <li>• connotation</li> </ul>

<b>End Point</b>	Pupils have studied and enjoyed two texts over the course of a term. They understand the basic approaches to reading and understanding a text that will prepare them for the units to follow.
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Interim assessment to be completed the third week into the novel.</li> <li>• Blind text comprehension at the end of each novel.</li> <li>• End of unit - summative assessment focusing on keywords, knowledge and skills covered in second half of unit.</li> </ul>