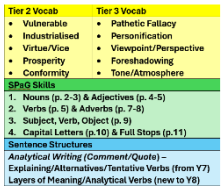
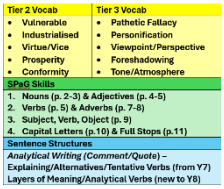
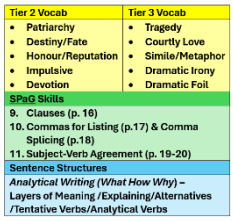
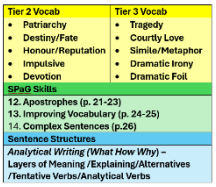
SUBJECT: English

YEAR GROUP	8					
Rationale	Students in Year 8 consolidate and develop the reading, writing and communication skills which were introduced in Year 7. Students will read a range of fiction and non-fiction texts: prose, poetry and drama texts, both in extract form and in their entirety. Across the academic year, students will learn to write for a range of different purposes and are taught how to respond thoughtfully and critically to texts that they have read.					
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Topic/Unit	Topic/Unit: Victorian Literature	Topic/Unit: Victorian Literature	Topic/Unit:Poetry and Shakespeare		Topic/Unit: Citizenship: Different Perspectives	Topic/Unit:
Knowledge	**Reading fiction:** Reading of 'Oliver Twist'. Learning about the Victorian period and the plot and characters of 'Oliver Twist'. **Writing:** Diary writing using 'Oliver Twist' and historical context as a stimulus. Focus will be on descriptive writing and tension building.	**Reading fiction:** Reading of a variety of Victorian Literature, including: Charles Dickens and Arthur Conan Doyle **Writing:** A range of non-fiction writing activities, such as letter writing and guides to the historical era.	**Reading fiction and non-fiction:** Unseen poetry: developing prior knowledge and extending learning of poetry. Revision of Shakespeare and context. Read drama ('Romeo and Juliet') Focus will be on plot, character and Shakespearean language analysis. **Writing:** Build on analytical writing skills – use of the 'What/How/Why' structure		**Reading:** Studying a full novel and extracts around the topic of immigration/ refugees. Either *I Am Malala* or *The Bone Sparrow*. Reading a range of non-fiction articles for context and empathy. A range of poetry to explore different voices. **Writing:** Analytical writing to explore the writer's craft.	**Continue from Summer Term 1:** **Reading:** Studying a full novel and extracts around the topic of immigration/ refugees. Either *I Am Malala* or *The Bone Sparrow*. Studying a range of poetry to explore different voices. **Writing:** Analytical writing to explore the writer's craft. Transactional writing scheme

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**

Skills	**Reading:** Reading comprehension skills introducing the analysis of writer's craft and developing skills of inference and deduction. This topic includes a focus on the development of character. **Writing:** Language analysis-style writing skills developing analytical responses and analysing key quotations. Non-fiction writing styles – using the correct format, writing for a specific audience (diary writing)	**Reading:** Reading comprehension skills introducing the analysis of writer's craft and developing skills of inference and deduction. This topic includes a focus on the development of character. **Writing:** Language analysis-style writing skills developing analytical responses and analysing key quotations. Non-fiction writing styles – using the correct format, writing for a specific audience, and developing an argument. Be able to craft writing according to Writing Challenge guidance Speaking and listening skills for debate	**Reading:** **Develop** understanding of plot and structure; historical context of the Elizabethan era and the genre of Tragedy Practise analysis of characters. **Writing:** Learning and developing the skills of analytical writing. **Speaking and listening skills** for paired, group and class discussions.		**Reading:** Reading comprehension skills. Developing analysis of writer's craft and skills of inference and deduction. Studying characters and context to instil empathy. Understanding the features of non-fiction writing: specifically articles and be able to comment on the writers' intentions/ effect on the reader. Reading poetry: able to identify poetic techniques and comment on their effect; reading for empathy; comparing writers' viewpoints; close language analysis. **Writing:** Using 'What, How, Why' to analyse in detail.	**Reading:** Reading comprehension skills. Developing analysis of writer's craft and skills of inference and deduction. Studying characters and context to instil empathy. Understanding the features of non-fiction writing: specifically articles and be able to comment on the writers' intentions/ effect on the reader. Reading poetry: able to identify poetic techniques and comment on their effect; reading for empathy; comparing writers' viewpoints; close language analysis. **Writing:** Using 'What, How, Why' to analyse in detail. Using rhetoric and structure to write articles on given topics.
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Assessments: Formative	**Learning Check 1:** Recall quiz on 'Oliver Twist'	**Learning Check 2**: diary writing task	**Learning Check 1:** Recall on Romeo and Juliet plot		**Learning Check 2:** 'What/how/Why practice question using an extract from 'Romeo and Juliet'	

Assessments: Summative		**Assessment:** Knowledge of Victorian era and Dickens' life; technical accuracy (SPaG). A diary writing task demonstrating knowledge of the era and SPaG skills	.	**Core Assessment**: Analysis of extract from 'Romeo & Juliet'; knowledge of subject terminology, context and technical accuracy (SPaG).	
Homework	Independent reading (library book) Revising the content on the knowledge organiser. Researching historical information on Victorian life and Dickens' life. SPaG Quizzes (Microsoft Teams) 	Independent reading (library book) Revising the content on the knowledge organiser. Researching historical information on Victorian life and Dickens' life. SPaG Quizzes (Microsoft Teams) 	Independent reading (library book) Revising the content on the knowledge organiser. SPaG Quizzes (Microsoft Teams) 	Independent reading (library book) Revising the content on the knowledge organiser. SPaG Quizzes (Microsoft Teams) 	Independent reading (library book) SPaG Quizzes (Microsoft Teams) 