ENGLISH: SPECIFIC LEARNING INTENTIONS

YEAR GROUP:	Year 8 – 2024-2025		
	Autumn Term 1	Spring Term 2A	Summer Term 3
	Topic/Unit: Reading Victorian Literature **ASSESSMENT 1: 10TH – 21ST November 2025**	**Topic/Unit: Unseen Poetry Booklet** **ASSESSMENT 2: 11TH-22ND May 2026**	**Topic/Unit: Reading: Different Perspectives** **ASSESSMENT 2: 11TH-22ND May 2026**
Granular learning intentions/success criteria **(What will pupils know, be able to do and understand)**	Know: • The Victorian social and historical context: Industrial Revolution (including the railways), Victorian Christmas, education, workhouses and the 1834 Poor Law, the role of women. • Charles Dickens' biographical information • The structure, characters and events of 'Oliver Twist', with extracts from 'Nicholas Nickleby' and 'Great Expectations'. • Arthur Conan Doyle's biographical information and the characters/ events of 'The Speckled Band'. Do: • Find and list the correct information. • Read, understand and respond to a text, using supporting evidence. • Analyse how the writer uses details, words and structure to create particular effects. • Show an understanding of the relationships between texts and the time in which they were written. Understand: • Dictionary work to understand difficult vocabulary. • Writing in full sentences, using the words of the question. • Scanning a text to look for specific detail. • Use what/how/why to 'explode' a quotation fully. • Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs.	Know: • Types of structure found in poetry • Poetry techniques – recall from last year and new techniques Do: • Read, understand and respond to a text, using supporting evidence. • Analyse how the writer uses details, words and structure to create particular effects. Understand: • Dictionary work to understand difficult vocabulary. • Scanning a text to look for specific detail. • Writing in full sentences, using the words of the question. • Highlighting and annotating of key lines in poetry • Understanding the key messages from a text	Know: • The structure, characters and events of 'The Bone Sparrow' and 'I Am Malala'. • Poetic techniques: metaphor, simile, personification, enjambment, structure, metre. • The structure and techniques used in news articles. Do: • Find and list the correct information. • Read, understand and respond to a text, using supporting evidence. • Analyse how the writer uses details, words and structure to create particular effects. • Explain what you think/feel about the text and discuss how the writer has created these feelings. • Show an understanding of the relationships between texts and the time in which they were written. Understand: • Dictionary work to understand difficult vocabulary. • Scanning a text to look for specific detail. • Writing in full sentences, using the words of the question. • Summarise/reduce information • Use what/how/why to 'explode' a quotation fully. • Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs.

Topic/Unit: Writing based on Oliver Twist

Know:

- Freytag's Pyramid
- Vocabulary useful for descriptive story writing
- The importance of structure and how to structure a piece of writing

Do: **Content and Organisation**

- In fiction writing – write creatively in a prose style – diary/recount writing
- : Show an awareness of audience by adapting writing to suit different readers
- Develop plots and arguments by including appropriate and sufficient detail
- Plan, order and structure writing effectively by using paragraphs, verses or sections

(VSSPS)

- Use a variety of sentence styles
- Use a range of punctuation effectively
- Spell correctly
- Use a wide and appropriate vocabulary
- Use tenses correctly

Understand:

- The structure of fiction writing
- The use of Freytag's pyramid to effectively build tension

Topic/Unit: Writing based on Victorian Literature

Topic/Unit: Writing

Know:

Tier 2 Vocab	Tier 3 Vocab
• Vulnerable • Industrialised • Virtue/Vice • Prosperity • Conformity	• Pathetic Fallacy • Personification • Viewpoint/Perspective • Foreshadowing • Tone/Atmosphere
SPaG Skills	
1. Nouns (p. 2-3) & Adjectives (p. 4-5) 2. Verbs (p. 5) & Adverbs (p. 7-8) 3. Subject, Verb, Object (p. 9) 4. Capital Letters (p.10) & Full Stops (p.11)	
Sentence Structures	
Analytical Writing (Comment/Quote) – Explaining/Alternatives/Tentative Verbs (from Y7) Layers of Meaning/Analytical Verbs (new to Y8)	

Tier 2 Vocab	Tier 3 Vocab
• Vulnerable • Industrialised • Virtue/Vice • Prosperity • Conformity	• Pathetic Fallacy • Personification • Viewpoint/Perspective • Foreshadowing • Tone/Atmosphere
SPaG Skills	
5. Noun Phrases (p.12) 6. Verb Phrases (p. 13) 7. Simple & Compound Sentences (p. 14) 8. Co-ordinating Conjunctions (p. 15)	
Sentence Structures	
Analytical Writing (Comment/Quote) – Explaining/Alternatives/Tentative Verbs (from Y7) Layers of Meaning/Analytical Verbs (new to Y8)	

Do:

Content and Organisation:

- Non-fiction writing – write for the purpose: to inform, persuade, explain and argue and in the format of a letter (letter to government to oppose/support workhouses).
- Show an awareness of audience by adapting writing to suit the reader (Prime Minister Disraeli).
- Develop an argument by including appropriate and sufficient detail.
- Plan, order and structure writing effectively by using paragraphs.

Topic/Unit: Writing based on study of Shakespeare

Know:

Tier 2 Vocab	Tier 3 Vocab
• Patriarchy • Destiny/Fate • Honour/Reputation • Impulsive • Devotion	• Tragedy • Courtly Love • Simile/Metaphor • Dramatic Irony • Dramatic Foil
SPaG Skills	
9. Clauses (p. 16) 10. Commas for Listing (p.17) & Comma Splicing (p.18) 11. Subject-Verb Agreement (p. 19-20)	
Sentence Structures	
Analytical Writing (What How Why) – Layers of Meaning /Explaining/Alternatives /Tentative Verbs/Analytical Verbs	

Tier 2 Vocab	Tier 3 Vocab
• Patriarchy • Destiny/Fate • Honour/Reputation • Impulsive • Devotion	• Tragedy • Courtly Love • Simile/Metaphor • Dramatic Irony • Dramatic Foil
SPaG Skills	
12. Apostrophes (p. 21-23) 13. Improving Vocabulary (p. 24-25) 14. Complex Sentences (p.26)	
Sentence Structures	
Analytical Writing (What How Why) – Layers of Meaning /Explaining/Alternatives /Tentative Verbs/Analytical Verbs	

Do:

Topic/Unit: Transactional Writing

Know:

Tier 2 Vocab	Tier 3 Vocab
• Immigrant/Refugee • Dehumanise • Discrimination • Inequality • Prejudice	• Juxtaposition • Symbolism • Motifs • Viewpoint/Perspective • Persuasive Devices (Revise Yellow, Introduce Green)
SPaG Skills	
15. Subordinating Conjunctions (p. 27) 16. Commas for Extra Information (p. 28) 17. Tenses (p. 29-30)	
Sentence Structures	
Analytical Writing (What How Why) – But, So, Because/Exploring Patterns (new to Y8) Alternatives/Layers of Meaning	

Do:

Content and Organisation:

- Non-fiction writing: write about a given topic using the conventions of article writing.
- Develop an argument by including appropriate and sufficient detail.
- Plan, order and structure writing effectively by using paragraphs.

Vocabulary, sentence structure, punctuation and spelling:

- Use a variety of sentence styles.
- Use a range of punctuation effectively.

	Vocabulary, sentence structure, punctuation and spelling: • Use a variety of sentence styles. • Use a range of punctuation effectively. • Spell correctly. • Use a wide and appropriate vocabulary. • Use tenses correctly. Understand: • Planning structure of non-fiction writing with three 'big ideas' in a coherent order. • Editing of work through careful proof-reading .	**Content and Organisation:** • Fiction writing – write creatively in a prose style (Capulet's diary). • Non-fiction writing – write to inform and persuade. (News article/ Capulet ball invite.) • Show an awareness of audience by adapting writing to suit the reader. • Develop plots and arguments by including appropriate and sufficient detail. • Plan, order and structure writing effectively by using paragraphs. **Vocabulary, sentence structure, punctuation and spelling:** • Use a variety of sentence styles. • Use a range of punctuation effectively. • Spell correctly. • Use a wide and appropriate vocabulary. • Use tenses correctly. Understand: • Planning structure of non-fiction writing with three 'big ideas' in a coherent order and fiction writing using Freytag's Pyramid. • Editing of work through careful proof-reading.	• Spell correctly. • Use a wide and appropriate vocabulary. • Use tenses correctly. Understand: • Planning structure of non-fiction writing with three 'big ideas' in a coherent order. • Editing of work through careful proof-reading.
	Topic/Unit: Unseen Poetry Booklet		
	Know: • Poetry techniques • Structure of poems Do: • Annotate key quotations • Read and understand poems • Refer to tone, structure and vocabulary choices • Zoom into individual word choices Understand: • How writers engage their reader • How structure can impact on the meaning of a poem • How to annotate poems in a relevant amount of detail		
	FORMATIVE ASSESSMENT SCHEDULE:	Topic/Unit: Reading 'Romeo & Juliet' Shakespeare	
	• Recall quiz on 'Oliver Twist' – completed before October half-term • Writing formative assessment: writing a descriptive paragraph – to be teacher assessed (last week in Oct/first in Nov) • MAD time to be completed • Follow-up homework task- to be peer assessed	Know: • The structure, characters and events of 'Romeo and Juliet'. • To identify and analyse the typical features of a Shakespearean tragedy. • To recognise the common themes of the play. • The Elizabethan social and historical context.	

		Do: • Read, understand and respond to a text, using supporting evidence. • Analyse how the writer uses details, words and structure to create particular effects. • Show an understanding of the relationships between texts and the time in which they were written. Understand: • Dictionary work to understand difficult vocabulary. • Scanning a text to look for specific detail. • Use what/how/why to 'explode' a quotation fully. • Effectively structure and write analysis paragraphs, embed quotations and use evaluative verbs.	
	•	FORMATIVE ASSESSMENT SCHEDULE	
	•	• Recall quiz on 'Romeo and Juliet'– completed before Easter • Writing a What/How/Why paragraph on Romeo and Juliet • MAD time to be completed • Follow-up homework task- to be peer assessed	