

Subject Yearly Overview 20245-26					
Subject: English YR.8	TOPIC	COMPONENT	Notes: <i>Why are you delivering this topic at this time of year?</i>	Skills	Knowledge
Autumn 1	How To Train Your Dragon Comprehension; Moderation task Non chronological report How to Train your Dragon: Children will use this book to infer information about the Vikings? They will investigate the books' main theme of not judging a book by its cover and friendship.	Writing: Non- Chronological Reports: Children will research the Anglo-Saxons and Vikings using various sources to help create a detailed non-chronological report about this time in history. Imagery poems: Children will write imagery poems based on the Beowulf story. These poems will centre around our own imaginary monsters. Narrative – character description and dialogue: Children will write their own story based on Cressida Cowell's How to Train Your Dragon. This story will mimic Cowell's style and will be based around contrasting and conflicting characters.	They will investigate the books' main theme of not judging a book by its cover and friendship. Also a good way to introduce basic skills in English, such as reading aloud, analysing themes, creating characters and setting.	• Reading and comprehension skills • Putting ourselves in and writing from a different perspective • Following and creating instructions	• Learning about the Viking era through the novel • Effectively being able to understand other people's world-view. • Learning the importance of imperative verbs and time connectives.

Autumn 2	Sinister Stories This unit of work helps students to develop and hone their reading and writing skills by reading, analysing and responding to three contemporary short stories.			•	•
Spring 1	Reading; Comprehension; Moderation task Non chronological report How to Train your Dragon: Children will use this book to infer information about the Vikings? They will investigate the books' main theme of not judging a book by its cover and friendship. Beowulf: Grammar and vocabulary. This story will enable children to further develop their understanding of the Viking era and learn more historical vocabulary from this time. Fireworks- Enid Blyton: Who were the Anglo-Saxons: Children will use the non-fiction text to focus on retrieval, text	Writing: Non- Chronological Reports: Children will research the Anglo-Saxons and Vikings using various sources to help create a detailed non-chronological report about this time in history. Imagery poems: Children will write imagery poems based on the Beowulf story. These poems will centre around our own imaginary monsters. Narrative – character description and dialogue: Children will write their own story based on Cressida Cowell's How to Train Your Dragon. This story will mimic Cowell's style and will be based around	They will investigate the books' main theme of not judging a book by its cover and friendship. Children will study this imagery poem during firework celebrations and will work on their intonation, enthusiasm and volume when performing sections of the poem to the class.	• Reading and comprehension skills • Putting ourselves in and writing from a different perspective • Following and creating instructions	• Learning about the Viking era through the novel • Effectively being able to understand other people's world-view. • Learning the importance of imperative verbs and time connectives.

	structure and technical vocabulary.	contrasting and conflicting characters.			
Spring 2	Letter Writing Unit; Creative Writing: A worthwhile and enjoyable pastime is writing a kind letter. Everything you need to teach your pupils to this writing genre is included in this Friendly Letter Unit.	Such as mini non-fiction books, chapter books. Encourage students to write the story of a favourite film or television series. English language arts writing strategies: Encourage regular reading in the classroom. Give students a real-life situation to write about. Encourage students to keep a diary. Give learners opportunities to read aloud.	Students should be asked how we communicate with one another. (Speak, call, email, write, etc.) Tell them that this week's focus will be on letter writing. Why do people send letters to one another? We write letters because... Make some notes on the board and have a conversation about the differences between letters and emails. Why do people still send letters when email is more easy and less costly.	• Descriptive writing skills. • Formal/letter writing skills • Team working skills/ acting skills	• Learning the different creative writing devices such as similes and metaphor. • Learning how to adopt the correct language, grammar and tone of voice for the context. • Through effective planning and team work, successfully execute the role play.
Summer 1	A Midsummer Night's Dream; READING SHAKESPEARE	Designed to complement KS3 English lessons on William Shakespeare. With lessons on love, conflict, the setting of A Midsummer Night's Dream, and narrative structure, Beyond Secondary provides all the resources	A unit of work focussing on Shakespeare's comedy. Each lesson is extensive and would cover more than one session.	• Implies an understanding of drama and context. • language skills in order to make sense of figurative language.	• Learning about the Shakespearean era. • Understanding in greater depth the portrayal of characters •

		you need to guide your students through the play.		• complex vocabulary, critical skills to develop analysis.	
Summer 2	Romantic Poetry Sherlock Holmes Narnian Writing	Looking at a wide range of poems that follow the themes of love and sadness. Assessing their structure, qualities and trying to understand their deeper meanings Analysing the character of Sherlock Holmes, learning to make inferences about different characters. Learning more about CS Lewis as an author, the context in which the book is set in (war), and the key themes it encompasses and how they relate to the author. Students will also compare the opening to Alice in Wonderland.	We delivered these topics to expose the students to some slightly more challenging literature and evoke a more complex way of thinking. The hidden meanings in the poems require a deeper level of analysis, practicing this will prepare them well when progressing to next year.	• Practicing comparison skills between two texts. • Learning how to analyse using PEE • Understanding new, complex vocabulary. • Learning to make inferences based on evidence.	• Learning about the war, religious views. • Learning new, more advanced literary devices. •