

Year 8 Curriculum Overview [2021-2022]

Subject – English

Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1&HT2 (interleaved and spaced) Education Matters	Clear understanding of a modern drama Our Day Out By Willy Russell	<ul style="list-style-type: none"> Understanding of playwrights' methods Social & historical context of the play [interleaved] Plot of the play Characters within the play Key themes throughout the play 	<ul style="list-style-type: none"> A3 education matters retrieval grid 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Accelerated Reader/ Exciting Writing Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 	Communication – Debate on the different approaches to teaching demonstrated by Mr Briggs and Mrs Kay Research – Fact file on Willy Russell	Reading Assessment-extract from Our Day Out (Skills based on GCSE English Literature Paper 2 Section B:AO1, AO2, AO3).
	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the extract [interleaved] Plot of the extract Characters within the extract In addition: <ul style="list-style-type: none"> Poetic conventions (retrieval from Year 7 curriculum) Structural devices (retrieval from Year 7 curriculum) 	<ul style="list-style-type: none"> SPaG starters Tier 2 vocabulary Spelling lists 			
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> See 'components of understanding a pre-1914 text.' In addition: <ul style="list-style-type: none"> Identification of form (retrieval from Year 7 curriculum) NOTE: transferring and embedding reading skills, subject content and breadth and depth				
	Clear understanding of a non-fiction text	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification of rhetorical devices (retrieval from Year 7 curriculum) 				
	Write imaginatively for pleasure (Focus: transactional)	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Reading aloud to enhance the impact of their writing 				

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	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3 & HT4 (interleaved and spaced)	Clear understanding of a modern novel (selection of novels)	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the novel Characters within the novel Key themes throughout the novel 	<ul style="list-style-type: none"> A3 education matters retrieval grid 	10-minute independent reading <ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) 	Initiative – How would you cope or survive the journey experienced by the main character in the text you have studied? Influencing – Persuade the reader to visit a selected destination, using the exemplars as models	Writing Assessment- (skills based on GCSE English Language Paper 2 Section B -Imaginative Writing (describe a journey) AO5, AO6). End of Year Exam Reading assessment based on an extract from the travel writing genre
Journeys	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the extract [interleaved] Plot of the extract Characters within the extract In addition: <ul style="list-style-type: none"> Poetic conventions (retrieval from Year 8 Term 1) Structural devices (retrieval from Year 8 Term 1) 	<ul style="list-style-type: none"> SPaG starters Tier 2 vocabulary Spelling lists 	<ul style="list-style-type: none"> SPaG/ Accelerated Reader/ Exciting Writing Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 		
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> See 'components of understanding a pre-1914 text.' In addition: Identification of form (Retrieval term 1) NOTE: transferring and embedding reading skills, subject content and breadth and depth				
	Write imaginatively for pleasure (Focus: imaginative narratives)	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary devices from their reading Reading aloud to enhance the impact of their writing 				

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5&HT6 Relationships and Rhetoric	Clear understanding of a Shakespearean comedy (Much Ado About Nothing)	<ul style="list-style-type: none"> Understanding of playwrights' methods Social & historical context of the Elizabethan Period [interleaved] Plot of the play Characters within the play Key themes through the play 	<ul style="list-style-type: none"> A3 Relationships and Rhetoric retrieval grid SPaG starters 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Accelerated Reader/ Exciting Writing Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 	Planning – Create a timeline of the main events in the play Creativity – Design either an alternative, modern setting for the play or a series of costumes for the main characters	Writing Assessment- (skills based on GCSE English Language Paper 2 Section B - Transactional Writing (formal letter) AO5, AO6). NOTE: Linked to the social/historical contextual knowledge gained in relation to the Renaissance and/or Elizabethan era
	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the extract [interleaved] Plot of the extract Characters within the extract In addition: <ul style="list-style-type: none"> Poetic conventions (retrieval from Year 8 Terms 1&2) Structural devices (retrieval from Year 8 Terms 1&2) 	<ul style="list-style-type: none"> Tier 2 vocabulary Spelling lists 			
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> See 'components of understanding a pre-1914 text.' In addition: Identification of form (Retrieval term 1) NOTE: transferring and embedding reading skills, subject content and breadth and depth				
	Write imaginatively for pleasure (Focus: transactional)	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively 				

		<ul style="list-style-type: none">• Draw on their knowledge of literary devices from their reading• Reading aloud to enhance the impact of their writing				
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