

Year 8 Curriculum Overview [2022-2023]

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]			
Term 1 Travel Writing Journeys	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"> Common retrieval grids 	<ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) Direct instruction grammar teaching Teacher as the fluent model in the classroom Echo reading, reciprocal reading, reading with empathy Plan, draft, edit and proof-read Discussion opportunities Live literacy feedback- yellow dabber Reading for Pleasure/Exciting Writing 	Initiative How would you cope or survive the journey experienced by the main character in the text you have studied?	Create a piece of travel writing Baseline reading assessment
	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"> Tier 2 vocabulary 			
	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	<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 Read aloud to enhance the impact of their writing 				

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Term 2 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"> Common retrieval grids 	<ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) Direct instruction grammar teaching 	Communication – Debate on the different approaches to teaching demonstrated by Mr Briggs and Mrs Kay Research – Fact file on Willy Russell	Write a letter to the Education Secretary
	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 	<ul style="list-style-type: none"> Tier 2 vocabulary 	<ul style="list-style-type: none"> Teacher as the fluent model in the classroom 		
	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 from Year 7 curriculum) NOTE: transferring and embedding reading skills, subject content and breadth and depth		<ul style="list-style-type: none"> Echo reading, reciprocal reading, reading with empathy 		
	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) 		<ul style="list-style-type: none"> Plan, draft, edit and proof-read Discussion opportunities 		
	Write imaginatively for pleasure	<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 Read aloud to enhance the impact of their writing 		<ul style="list-style-type: none"> Live literacy feedback- yellow dabber Reading for Pleasure/Exciting 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]			
Term 3 <i>Much Ado About Nothing and the Art of Comedy</i>	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"> Common retrieval grids Tier 2 vocabulary 	<ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) Direct instruction grammar teaching Teacher as the fluent model in the classroom Echo reading, reciprocal reading, reading with empathy Plan, draft, edit and proof-read Live literacy feedback- yellow dabber Reading for Pleasure/Exciting Writing 	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	MCQ assessment and reading assessment
	Improve, rehearse and perform play scripts	<ul style="list-style-type: none"> Discuss language use and meaning Use role, intonation, tone, volume, mood, silence, stillness and action to add impact 				
	Write imaginatively for pleasure	<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 				
	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 				