

English Year 8 Long-Term Plan 2023 - 2024

<u>Term Topic/Focus</u>	<u>Skills/ knowledge</u>	<u>Key words</u>	<u>SPAG</u>	<u>Outcomes</u>	<u>Links to Previous Learning/Curriculum Links/ Culture Capital</u>
<u>Autumn 1</u> Poetry Baseline testing: Spelling test, Reading test Big write - narrative writing. Introduction to Poetry Choose from: The Highwayman by Alfred Noyes The Lady of Shalott by Tennyson	WORD LEVEL Understand and use key terms that help to describe and analyse language Appreciate the impact of figurative language in texts SENTENCE LEVEL Recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period TEXT LEVEL – READING Analyse the overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used Recognise the conventions of some literary forms e.g. <i>sonnet</i> , and genres, e.g. <i>Gothic horror</i> , Recognise how texts refer to and reflect the culture in which they were produced,	alliteration Assonance Repetition Stanzas Adjectives Simile Metaphor Images Poem Verse Anthology infer deduce mood emotive vocabulary	Spelling – Pupils to be assessed at start of term. Individualised programmes to be devised for pupils using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 1 for term 1)	Will understand and use key terms that help to describe and analyse language Can appreciate the impact of figurative language in texts Will be able to analyse the overall structure of a text to identify how key ideas are developed, Can recognise the conventions of some literary forms e.g. <i>sonnet</i> , and genres, e.g. <i>Gothic horror</i> , Has experimented with different approaches to planning, drafting, proof-reading and presenting writing. Is able to provide an explanation or commentary which links words with	PL - Pupils have previous knowledge of basic poetry forms such as haiku, limerick, shape etc in primary school. Pupils studied poetry in year 7 focusing on poetic techniques. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC –Pupils to gain knowledge of the context of ballads from other cultures and Pre 20 th century poetry.

The Rime of the Ancient Mariner by Coleridge The Ballad of Charlotte Dymond by Charles Causley Frankie and Johnny by Anonymous The Sad Story of Lefty and Ned by Richard Alan Crust	TEXT LEVEL – WRITING Experiment with figurative language, in conveying a sense of character and setting Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales TEXT LEVEL – SPEAKING AND LISTENING Tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images	rhythm and rhyme;		actions or images, e.g. a sports commentary or talking to a sequence of images Be able to write a response to GCSE style questions to a poem that they have read. Be able to create their own poem inspired by the poems they have read.	
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<u>Autumn 2</u> Fiction Explorations in creative reading and writing Choose from: Holes	Reading Fiction Understanding texts Identify explicit information Interpret implicit ideas Language Features/ Effects Identify language choices Analyse effects of language Structure Analyse effects of structure Evaluation Identify structural and language features Organise an evaluation Explore structure of a debate Explore key themes from the novel using the medium of debate	Inference Setting, personification, simile Empathise, plot Connectives, evaluation, narrator, pace, verbs	Spelling – Pupils to be assessed at start of term. Individualised programmes to be devised for pupils using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 1 for term 1)	Be able to make a prediction about the events in the novel Understand how to analyse language to explore ideas and meanings Know more about the historical context of the novel Be able select key information from a text To understand the difference between implicit and explicit meaning Analyse effects of structure To be able to locate devices used to create atmosphere To be able to locate examples in a text using clues To understand what is characterisation	PL - Pupils have some basic knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – Historical context, knowledge of author, knowledge of historical characters in the novel. Bullying, Obesity, Racism, Crime and Punishment Literacy, Morality

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<u>Spring 1</u> Shakespeare's Macbeth Drama/ Play scripts Choose extracts from: - Macbeth key scenes - Macbeth Graphic novel - Macbeth full script	Speaking and Listening/Drama: Create simple scripts and understand stage directions Develop a character Mood and atmosphere Show awareness of the audience Reading: To develop an understanding of Shakespeare's plays and language To explore several of Shakespeare's plays, practically and actively To understand the context in which the play's were written and also their relevance today. Reading scripts Inferring deducing information from Shakespeare texts Understand, describe, select and retrieve information, events or ideas from texts and use quotations and reference to text.	Reading Understanding and interpreting texts. Engaging with and responding to texts Recognise the main elements that shape different texts. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences Building on pupils' knowledge of some of Shakespeare's stories and characters. Infer characters' feelings in fiction and consequences in logical explanations.	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 2)	To be familiar with Shakespeare's life, times and theatre Pupils will know about the Globe both past and present. To identify some of the distinctive features of Shakespeare's language and how language has changed over time To explore some of the great themes of Shakespeare's plays, such as kingship, romance and ambition To engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the way they remain relevant in the 21st century	PL pupils will use the knowledge of skills learnt in term one CL – research skills, PSHE through themes, history through themes, setting and context. RE through superstitions. CC – knowledge of historical context, knowledge of author, knowledge of historical buildings.

		Empathise with characters and debate moral dilemmas portrayed in texts. knowledge and understanding of Shakespeare the playwright, the times in which he lived and the world of the theatre at the time focus on Shakespeare's language – the way it has changed over time and the way it is used to create dramatic tension in his plays Explore how writers use language for comic and dramatic effects Exploration of some of the great themes in Shakespeare's plays. themes and ideas in some of Shakespeare's plays and making links between them engage with some of the issues, themes and ideas in Shakespeare's plays and to appreciate the		Pupils will be able to identify and explain some of the key features of the characters. To understand what is meant by a 'character' in a story To realise that stories can be told in different ways, including dramatization Read or watch an abridged version of a Shakespeare play Read, perform and talk about lines taken from scenes or speeches from Shakespeare's plays Use dramatic approaches to explore some of Shakespeare's scenes To appreciate how characters are brought to life through performance To understand the cultural significance of Shakespeare	
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		way they remain relevant in the 21st century. Drama. Explore familiar themes and characters through improvisation and role-play. Developing pupils' understanding of dramatisation as a way of telling stories. Explore ideas, texts and issues through a variety of dramatic approaches and conventions		and his place in our literary heritage	
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<u>Spring 2</u> Nonfiction/ media Understanding and producing non-fiction texts Choose from: • past or present news story • Internet safety, • global warming, • Titanic, • WW1, • WW2	Throughout this unit students will learn the way that magazines/newspapers are written and marketed to a specific target audience. They will spend time looking, in detail, at the codes and conventions employed in print media, focusing specifically at covers, contents pages, editorials and various types of articles. They will also look briefly at advertising, and the codes and conventions used to sell a specific product. Writing sample of a newspaper. Research and note taking skills	Purpose Audience Inform Advise Review Persuade Fact Opinion Emotive language	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 2)	At the end of this unit students will have a better understanding of the way that magazines/newspapers are written and marketed to a specific target audience. They will have spent time looking, in detail, at the codes and conventions employed in print media, focusing specifically at covers, contents pages, editorials and various types of articles. They will also have looked briefly at advertising, and the codes and conventions used to sell a specific product. The final task requires students to work in groups to create an analysis and sample of a newspaper. Research and note taking skills	PL – knowledge of previous non-fiction reading and writing. CL – history, geography, Ict CC – knowledge of historical context, knowledge of current affairs.

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<u>Summer 1</u> Multi modal texts Moving images Digital multimodal texts, such as film, animation, slide shows, e-posters, digital stories, and web pages, convey meaning through combinations of written and spoken language, visual (still and moving image), audio, gestural and spatial modes. Choose from: Movies	Reading Reading for meaning: understanding and responding to print, electronic and multi-modal texts. analyse presentational devices of the opening credits of a film To understand the effect of certain camera shots. To be able to name certain camera shots To be able to comment on a film trailers effectiveness Writing. To plan and write a critical review of a film trailer To structure my writing effectively To use critical terminology in my writing	Print image Moving image Camera shots – close up, panoramic, etc Presentational devices. Mood, music, images, fonts. critical review story board music and graphics	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 3)	To allow all students to experiment with media texts – familiarising themselves with directorial techniques including camera shots and storyboarding *To allow students to familiarise themselves with moving image presentational devices *To use independent research skills to help gain an understanding of directorial influences *To compare and contrast media texts and written texts To explore the presentational devices of the opening credits of a film Young people need to have the knowledge and skills to be able to communicate effectively in an increasingly multimodal world. This requires children learning how to comprehend and compose meaning across diverse, rich, and potentially complex, forms of multimodal text, and to do	PL – Prior knowledge of print media, images, story boards CL – ICT, history, drama CC – Knowledge of early images, popular culture, historical context.

	To plan for an effective story board that a director can use. speaking To be able to put forward ideas and listen to others To convert our story board into a moving image. To use music and graphics and add mood and interest to a movie clip. To familiarise ourselves with Microsoft movie maker .To experiment with different music to create different moods To edit our own trailers. To put our moving image together using Microsoft movie maker			so using a range of different meaning modes. .	
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<u>Term Topic/Focus</u>	<u>Skills taught/used</u>	<u>Key words</u>	<u>SPAG</u>	<u>Outcomes</u>	<u>Links to Previous Learning/Curriculum Links/ Culture Capital</u>
<u>Summer 2</u> Pre 1914 Fiction/ Seminal World Literature Creation stories Choose from: • Grimms tales • Aesops fables • Origin stories	WRITING: write accurately, fluently, effectively and at length: writing for a wide range of purposes and audiences, including: narrative essays, stories, scripts, and other imaginative writing. summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form accurate grammar, punctuation and spelling; READING: understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary. making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing Checking their understanding to make sure that what they have read makes sense.	Revision of previous key words – All key words from the year	Spelling – Pupils continue working on individualised programmes using KS1 and 2 English programme of study (appendix 1) Vocabulary, grammar and punctuation - In order to gap fill and revise skills/ concepts from primary school – Year 5/6 learning and progression steps (LAPS) planning for progression. (LAP 2 for term 3)	Pupils will grasp the origins of the English language and appreciate how its form and structure have developed over the centuries. Pupils will already have an ability to read for meaning and analyse writer’s craft. Pupils are now extended by applying those skills to more challenging texts and concepts. Ambitious content designed to give all learners the knowledge of seminal world fiction and cultural capital in terms of their contextual and historical understanding. Having an awareness of contextual issues can enlighten pupils on their understanding of how and why characters, settings	PL = knowledge from previous study of the creation of myths, legends and fairy tales. CL – history, geography, classics CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

				and plots are shaped in the way they are. Understand the importance of creation myths Consider some of the themes that creation myths have in common Analyse how creation myths have been shown in film Do I understand how the Bible describes the story of Creation? Norse Mythology Greek Mythology and the oral tradition	
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