

Year 8 - English

Curriculum intent	<p>The Year 8 English curriculum develops students' curiosity and knowledge through broadening their exposure to differing literary movements and styles. Through continuing the study of whole texts, students' mastery of literary analysis, through tracking narrative structures, themes and characterisation, empowers them to interrogate and analyse writers' intentions and to evaluate how successfully they have brought this to life. By engaging students with compelling literary texts, and through developing powerful knowledge around each core text, students will be inspired to confidently and securely explore the topic area through their own essay writing, imaginative writing and transactional writing. Oracy skills are at the core of the English curriculum.</p> <p>In Year 8, students are introduced to contemporary literature, 19th Century literary and societal conventions, and Shakespeare to continue their journey through the Literary Canon. Students will develop an in-depth understanding of pivotal movements in English Literature, learning how context, including religion, societal norms and historical events, has influenced the writers' choices and shaped the texts we read today. Alongside the literary texts, the Year 8 English curriculum continues to build mastery of grammar, syntax and rhetorical devices to develop fluency, tone and structure of students' extended writing.</p>		
Term	Autumn	Spring	Summer
Scheme	<i>Refugee Boy</i> by Benjamin Zephaniah	Anthology of 19th Century	<i>Much Ado About Nothing</i> by William Shakespeare
Knowledge	<ul style="list-style-type: none"> • Plot, narrative structure and character development in the novel <i>Refugee Boy</i>. • Understanding of context surrounding refugees and asylum seekers and how this influences our understanding of the novel. • Develop understanding of sophisticated syntax rules, punctuation and grammar. • Exploration of writers' choices, the connotations of their language and the impact on readers. • Systematic metaphor, polysemy, ambiguity of meaning • Understanding a writer's rhetoric and the use of pathos, ethos and logos. 	<ul style="list-style-type: none"> • Understanding the timeline of English Literature, from the influence of the romantic period, to realism, naturalism and gothic within 19th century fiction. • Understanding the context of Victorian England through reading of Non-Fiction texts and how this influenced the writers at the time. • Developing knowledge surrounding conventions of literary genres. • Understanding 19th century grammar: periodic and cumulative sentences. • Exploration of themes within the 19th century. 	<ul style="list-style-type: none"> • Attitudes and beliefs in Elizabeth England, particularly in relation to family, marriage, and fate. • An understanding of plot and characterisation. • An understanding of language devices used in Shakespeare plays. • A consolidation of form and structure in Shakespeare. • Understanding of the comedy genre. • An understanding of themes, symbolism and motifs. • An understanding on context and its influence on a writer.

	<ul style="list-style-type: none"> • Understanding themes within a novel. 		
Skills	<ul style="list-style-type: none"> • Forming an opinion and writing an argument in response to the text. • Utilising evidence to effectively support that argument. • Evaluating the effectiveness of the narrative voice. • Emulating writing styles: creative writing, essay writing and speech writing. • Making inferences. • Writing and presenting a news report and speech in group presentations. 	<ul style="list-style-type: none"> • Creating a certain mood and atmosphere within a setting emulating 19th century. • Characterisation based on one of the genre conventions. • Clarity and economy in writing – drafting effectively to improve writing. • Reading and decoding unfamiliar language. • Making inferences. • Interpretation of writer's purpose and impact on reader. • Emulating the use of language and structure. • Writing for different purposes, audiences and formats: both fiction and non-fiction. • Discussion and debates 	<ul style="list-style-type: none"> • Using a thesis statement to formulate an extended essay response. • Structuring a cohesive extended essay using discourse markers. • Multi-paragraph compositions. • Embedding evidence. • Emulating writing styles: speeches, essay writing and letters. • Adapting understanding of syntax. • Role play and drama
Assessments	Fortnightly learning review through knowledge quizzes, writing tasks and reading analysis.		
	Reading, Writing and Oracy Assessments	Reading, Writing and Oracy Assessments	Reading, Writing and Oracy Assessments
Curiosity	<ul style="list-style-type: none"> • 8th September - International Literacy Day • 7th October - National Poetry Day • Additional Reading: Read another novel or poetry written by Benjamin Zephaniah surrounding similar themes of identity, race and injustice. • Competition: Write • Apply to become a Literacy Leader. • Extra-curricular club: Creative Writing Club. • Extra-curricular trip: Trip to the theatre. 	<ul style="list-style-type: none"> • 28 January - 4th February - National Storytelling week • 3rd March - World Book Day • 21st March - World Poetry Day • Research one of the authors or genres studied in class and read an alternative novel or piece of writing linked to the 19th century. • Competition: Write an imaginative story in the style of 19th Century author we have studied in class. • Extra-curricular club: Creative Writing Club. 	<ul style="list-style-type: none"> • May - National share a story month. • Read a range of other poems and write your own poem based on your identity. • Competition: Create a visual presentation based on a poem.. • Extra-Curricular Club: Creative Writing Club