



Year 8 LONG-TERM SEQUENCE for ENGLISH



The curriculum for this stage of students' education has been designed to continue to expose students to a range of more challenging text types from varied time periods and writers, as a reflection of the expectations at KS3. Our aim is to secure and build on the skills and knowledge established in Year 7. All students should have a grasp of key reading skills with an appreciation of language and writers' craft as well as contextual influences. In writing all students should be able to adapt their writing to suit audience, purpose and form with increasing sophistication.

<p>HALF TERM 1: Faith-filled and Loving</p> <p>Whole text study of play version of 'The Diary of Anne Frank.'</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How to retrieve information from a text • How to support their ideas with evidence • How to identify the writer's methods and their effects • How texts are influenced by context <p>In Writing</p> <ul style="list-style-type: none"> • How to select vocabulary for effect • How to apply structural devices for effect • How to apply a range of sentences for specific effect • The importance of creating an accurate text <p>HOW THIS WILL BE ASSESSED:</p> <p>Through a written response to a selected extract from the text and a formally written piece.</p>	<p>HALF TERM 2: Compassionate and Eloquent</p> <p>Conflict poetry</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How to demonstrate a comprehension of the text • How to apply language terminology and offer some effects • How context influences a writer's choices • How writers use structure effectively <p>HOW THIS WILL BE ASSESSED:</p> <p>A comparison of two war poems from the collection students have been studying.</p>	<p>HALF TERM 3: Curious and Wise</p> <p>Gender Representation in the 19th and 21st Century.</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How to demonstrate secure comprehension of the texts • How to apply language terminology and offer their effects • How context influences a writer's choices • How writers use structure effectively <p>In Writing:</p> <ul style="list-style-type: none"> • How to structure an article to for deliberate effect • How to use a range of punctuation • How to vary sentences for deliberate effect • How to make ambitious vocabulary choices <p>HOW THIS WILL BE ASSESSED:</p> <p>A comparison of non-fiction texts from the 19th and 21st century and an article to peers.</p>
<p>HALF TERM 4: Grateful and Learned</p> <p>Gothic short stories:</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How to demonstrate a comprehension of the text • How to analyse the effects the writer tries to create through language • How to select relevant quotations • How context influences a writer's choices <p>In Writing</p> <ul style="list-style-type: none"> • How to select vocabulary for effect • How to use structural devices for effect • How to apply a range of sentence types and punctuation accurately <p>HOW THIS WILL BE ASSESSED:</p> <p>Through a written response to an unseen extract taken from a gothic story and a creative writing task creating the opening to a gothic story.</p>	<p>HALF TERM 5: Learned and Wise</p> <p>Language Change over time</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How language has changed over time • The origins and influences of English language • How words change through contexts. <p>HOW THIS WILL BE ASSESSED:</p> <p>Through a response to two texts which allow students to demonstrate their understanding of how language has changed.</p>	<p>HALF TERM 6: Loving and Generous</p> <p>Whole text study of 'Romeo and Juliet.'</p> <p>STUDENTS MUST KNOW:</p> <p>In Reading</p> <ul style="list-style-type: none"> • How to demonstrate a comprehension of the texts • How to apply language terminology and offer their effects • How writers use structure effectively • How to read with fluency and intonation • How to compare methods and/or ideas <p>HOW THIS WILL BE ASSESSED:</p> <p>A response to an extract from the play from which students will have to comment on the presentation of a theme or character in the extract and elsewhere in the play.</p>

Embedding this knowledge can be supported at home by reading a range of text types (including novels, newspapers and other non-fiction) reading aloud to an adult and discussing meaning, proof reading written work together, enjoying texts in action at the cinema or theatre and visiting places of interest like museums.