

Year 8 English Overview

Unit	Duration (lessons)	Learning Objectives/Outcomes
Globetrotters	18	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text • Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • Identifying how language is used to express opinion and biased of a time or place. • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
English Language Paper 2 (mini-scheme)	6	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Reading a wide range of fiction whole books, including contemporary prose • Understand increasingly challenging texts through: • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text • Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>Read critically through:</p> <ul style="list-style-type: none"> • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Studying setting, plot, and characterisation, and the effects of these • Making critical comparisons across texts • Studying a range of authors, including at least two authors in depth each year

<p>Shakespeare's Othello or Twelfth Night</p>	<p>21</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of classic literature fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – Show understanding of the relationships between texts and the context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>Dystopian Novel (Reading)</p>	<p>28</p>	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text • Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Recognising a range of poetic conventions and understanding how these have been used • Studying setting, plot, and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts

Creative Writing (500 words)	4	<p>Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • Well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing. • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Plan, draft, edit and proof-read • Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Discovering Different Cultures	12	<ul style="list-style-type: none"> • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • Recognising a range of poetic conventions and understanding how these have been used • Studying setting, plot, and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts • Studying setting, plot, and characterisation, and the effects of these • Making critical comparisons across texts Stories, scripts, poetry and other imaginative writing • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
Playing the Detective	9	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text • Knowing the audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • Knowing how figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and understanding how these have been used

		<ul style="list-style-type: none"> Studying setting (including atmosphere and tension building) plot, and characterisation, and the effects of these
English Language Paper 1 (mini-scheme)	4	<p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> Reading a wide range of fiction whole books, including contemporary prose Understand increasingly challenging texts through: Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries Making inferences and referring to evidence in the text Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>Read critically through:</p> <ul style="list-style-type: none"> Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning Studying setting, plot, and characterisation, and the effects of these Making critical comparisons across texts Studying a range of authors, including at least two authors in depth each year
Spoken Language – Speaker of the Year	6	<p>Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion Giving short speeches and presentations, expressing their own ideas and keeping to the point Participating in formal presentation and structured discussions, summarising and/or building on what has been said

<p>Film Adaptation</p>	<p>14</p>	<p>Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • Well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Plan, draft, edit and proof-read • Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
<p>Weekly Reading Lessons</p>	<p>38</p>	<p>Consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • Extending and applying the grammatical knowledge • Studying the effectiveness and impact of the grammatical features of the texts they read • Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • Using Standard English confidently in their own writing and speech <p>Developing an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • Choosing and reading books independently for challenge, interest and enjoyment • Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons