

# English

## A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline assessments	Dystopia (novel)	Discovering Different Cultures	Globetrotters	Year 8 examination	Creating a Voice
Playing the Detective	Shakespeare's Romeo & Juliet			Film Adaptation	Shakespeare's <i>Romeo &amp; Juliet</i>

The Year 8 curriculum is designed to further strengthen the knowledge and skills gained during Year 7 English lessons whilst immersing students into a broader range of both fiction and non-fiction texts. Key knowledge and concepts are revisited and developed throughout the year.

Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered.

Spelling will form one aspect of the weekly homework. Homework is recorded in students' planners; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

Students in Year 8 carry on with their Accelerated Reader programme from Year 7. The programme is used to continue to improve reading speed and fluency. Students will be expected to read their Accelerated Reading book, for fifteen minutes daily, as part of their weekly homework. Students must bring their Accelerated Reader book to school with them every day.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
Playing the Detective	22	<p>Objectives:</p> <p>Understand increasingly challenging texts through –</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• 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</li> <li>• knowing how figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and understanding how these have been used</li> <li>• studying setting (including atmosphere and tension building) plot, and characterisation, and the effects of these</li> </ul>
Dystopian novel	21	<p>Objectives:</p> <p>Understand increasingly challenging texts through –</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• 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</li> <li>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognising a range of poetic conventions and understanding how these have been used</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• 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</li> </ul>
Discovering Different Cultures	18	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• knowing how language, including figurative language,</li> </ul>

		<p>vocabulary choice, grammar, text structure and organisational features, presents meaning</p> <ul style="list-style-type: none"> <li>• recognising a range of poetic conventions and understanding how these have been used</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• 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</li> <li>• studying setting, plot, and characterisation, and the effects of these</li> <li>• making critical comparisons across texts Stories, scripts, poetry and other imaginative writing</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul>
Globetrotters	18	<p>Objectives: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>• researching, processing and selecting appropriate information</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
Film Adaptation	16	<p>Objectives: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> <li>• researching, processing and selecting appropriate information</li> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the</li> </ul>

		<p>appropriate form</p> <ul style="list-style-type: none"> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>
Creating a Voice (developing oracy)	10	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• participating in formal presentation and structured discussions, summarising and/or building on what has been said</li> <li>• analysing rhetoric and exploring the effect of speakers' language choices.</li> </ul>
Shakespeare's <i>Romeo &amp; Juliet</i>	21	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• 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.</li> </ul>
The Literacy Hour/Accelerated Reading	38	<p>Objectives:</p> <p>Consolidate and build on their knowledge of grammar and vocabulary through –</p> <ul style="list-style-type: none"> <li>• extending and applying grammatical knowledge</li> <li>• studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>• 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</li> </ul>

- using Standard English confidently in their own writing and speech

Develop an appreciation and love of reading, and read increasingly challenging material independently through:

- 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

