

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>What a writer does on purpose</p> <p>To know how a writer makes a reader feel</p> <p>Whole text: 'Bone Sparrow' by Zana Fraillon</p>	<ul style="list-style-type: none"> understand plot of 'The Bone Sparrow' explore characters and their role in 'The Bone Sparrow' understand modern day plight and discrimination to explain how the writer has created setting and the impact on the reader explain the impact of flashback on the reader/narrative structure how to create a story with flashback how a reader responds to the message in 'The Bone Sparrow' the emotions a writer wants us to feel – why, and our response as reader reading with emotion using pause, pace and intonation how to structure an argument using evidence to support using analytical verbs identify words and parts of speech (eg verbs, adjectives) used for impact identify and use varied sentence openings and combining sentences how to create a 3-part speech 		<p>Sympathy Injustice Elicit Resonate Pathos Refrain Imagery Antipathy discrimination</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: narrative, analytical, speech, article</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Reading with emotion: pause, pace, intonation</p>

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>What a writer wants us to think</p> <p>To know persuasive techniques that are used to affect an audience</p> <p>Whole text: 'Animal Farm' by George Orwell</p>	<ul style="list-style-type: none"> understand rhetorical devices (DAFOREST: direct address, alliteration, facts, opinions, rhetorical question/repetition, emotive language, statistics, list of three) identify, explore and create Logos, Pathos and Ethos identify and explain allegory and symbolism identify and create internal monologue identify and explain the purpose, form and audience of a persuasive non-fiction text identify and create imperative, hyperbole, superlative and comparative know how to create a 3-part persuasive speech focusing on audience and purpose; stance and stress explain how plot, character and message of 'Animal Farm' aims to persuade a reader 		Pathos Ethos Logos Direct Address Alliteration Facts Opinion Repetition Rhetorical question Emotive language Statistics List of Three Hyperbole Allegory Message Imperative Superlative Comparative	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: speech, analytical, poetry, narrative, descriptive, letter, brochure</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: 3-part speech: audience and purpose stance and stress</p>

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>How Readers Respond</p> <p>Students know how we as readers interpret a text, and its context, character and message.</p> <p>Whole text: 'Merchant of Venice' by William Shakespeare</p> <p>Poetry anthology</p>	<ul style="list-style-type: none"> • understand how context shapes story telling • identify and explain impact of perspective • know how to set out a letter • understand the context of Venice in 16th century, especially treatment of Jews • understand the context of Elizabethan England in 16th century, especially treatment of women • identify and explain comic archetypes and genre • know the plot of Merchant of Venice • know how the characters are presented in Merchant of Venice • know what interpretation is, and exploration of alternative interpretation • know how to interpret the character of Shylock • know how a contemporary audience would react compared to modern audience • know how to frame an argument using evidence and analytical as well as evaluative verbs • plan, proof read and draft essays 		<p>Context</p> <p>Perspective</p> <p>Interpretation</p> <p>Alternative interpretation</p> <p>Depiction</p> <p>Oppression</p> <p>Antisemitism</p> <p>Persecution</p> <p>Segregated</p> <p>Prohibited</p> <p>Judaism</p> <p>Christianity</p> <p>Archetypes</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: letter, descriptive, comparison, short story, analysis, poetry</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Debate: using rhetoric responding to questions and reacting to others</p>

Subject Curriculum Overview for Academic Year 2022/2023

How parents can support learning in the subject this academic year

Support independent reading by listening to and monitoring weekly reading homework.
 Visit the library and discuss reading in order to encourage personal choice.
 Revising and practising the weekly spellings
 Practise using the vocabulary in a sentence.
 Watch adaptations of the texts we have covered at home.
 Test the key learning points and quiz what C.O.M.P.A.S.S.; S.T.E.A.L. and D.A.F.O.R.E.S.T. stand for.
 C.O.M.P.A.S.S: Colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)
 D.A.F.O.R.E.S.T: direct address, alliteration, facts, opinions, repetition, rhetorical question, emotive language, statistics, triplet (all rhetorical devices used to persuade)
 S.T.E.A.L: speech, thoughts, effects on others, actions. Looks (all devices a writer uses to create character)
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)

Recommended Reading

<p><i>Maggot Moon</i> by Sally Gardner <i>Welcome to Nowhere</i> by Elizabeth Laird <i>How I live now</i> by Meg Rosoff <i>Monster Calls</i> by Patrick Ness <i>Pride and Prejudice</i> by Jane Austen <i>Little Women</i> by Louisa May Alcott <i>Robinson Crusoe</i> by Daniel Defoe <i>Journey to the Centre of the Earth</i> by Jules Verne</p>	<p><i>The Infinite Lives of Maisy Grey</i> by Christopher Edge <i>The Hound of the Baskervilles</i> by Sir Arthur Conan Doyle <i>Moonrise</i> by Sarah Crossman <i>We Were Liars</i> by E. Lockhart <i>One of Us is Lying</i> by Karen M McManus <i>Boy Soldier</i> by Andy McNab <i>Noughts and Crosses</i> by Malorie Blackman <i>Gulliver's Travels</i> by Swift</p>	<p><i>Roll of Thunder Hear my Cry</i> by Mildred D Taylor <i>Chinese Cinderella</i> by Adeline Yen Mah <i>The Flame Trees of Thika</i> by Elspeth Huxley <i>The Poet X</i> by Elizabeth Acevedo <i>Village by the Sea</i> by Anita Desai <i>Twelfth Night</i> by William Shakespeare <i>The Hunchback of Notre dame</i> by Victor Hugo <i>Johnathan Livingston Seagull</i> by Richard Bach <i>The Old Man and the Sea</i> by Ernest Hemingway</p>
--	--	---

Points to note

Year 8 need to have a reading book in their bag at all times and they should read each day.
 We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will be involved in poet and author visits throughout the year.