

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Real v imaginary Whole text: 'Bone Sparrow' by Zana Fraillon Poetry anthology	End point: Know how a writer constructs a text to create real and imaginary worlds, using differing narrative styles, setting, and form in poetry.		Discrimination Narrator Context Analyse Dialogue Juxtaposition Non-linear	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'. Summative assessment based on curriculum knowledge. Extended writing: narrative, analytical, speech, article Reading: vocabulary, comprehension, inference and analysis. Oracy: Reading with emotion: pause, pace, intonation
	Story Know 5-part structure: focusing on flashback (big picture, zoom/flashback, one liner, climax and contrast, cycle) Know reader response to setting and character			
	Argument To know how to use topic sentences to structure argument To know who to use a range of analytical verbs To know how to explain significance to reader To use terminology in an analysis			
	S & L Read with prosody			
	Grammar To know how to accurately use: apostrophe, semi-colon To know how to use adverbial and -ing starters To know superlative and comparatives To know how to use subordinating conjunctions			
	Context To know modern day discrimination To know how to embed context			
	Structure/ Organisation To know the impact of beginning, change, end To know the impact of non-linear narrative To know the impact of Volta/turning point (poetry)			
	Literary To know C.O.M.P.A.S.S. and S.T.E.A.L .			

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Whole text: ‘Animal Farm’ by George Orwell Adverts Holiday brochures	End Point: Know how writers persuade their audiences, using the rhetorical devices: direct address, pathos and emotive language.		Rhetoric Hyperbole Allegory Symbolism pathos ethos logos DAFORREST Foreshadowing	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’. Summative assessment based on curriculum knowledge. Extended writing: speech, analytical, poetry, narrative, descriptive, letter, brochure Reading: vocabulary, comprehension, inference and analysis. Oracy: 3-part speech: audience and purpose stance and stress
	Story Know the 5-part structure (big picture, zoom/flashback, one liner, climax and contrast, cycle) Know reader response to the message of story			
	Argument To know how to use topic sentences to structure argument To know how to use a range of analytical verbs To explain significance to reader using inference To know how to use terminology in analysis (DAFORREST) To know how to use and the impact of rhetoric			
	S & L 3-part speech audience & purpose, pause & stress			
	Grammar To know how to accurately use: colon, dash, speech punctuation To know how to use simile-, adjective and tri-colon sentence starter To know how to use sentences compound/complex embed & move clauses			
	Context To know the significance of the Russian revolution To know how to embed context			
	Structure/ Organisation To know the significance of beginning, change, end To know the significance of foreshadowing			
	Literary To know the significance of allegory To know the significance of symbolism			

Subject Curriculum Overview by Term

Subject: English		Subject Leader: Julia Haynes	Year Group: 8	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Whole text: ‘Merchant of Venice’ by William Shakespeare Poetry anthology	End Point: Know how writers show conflict between characters, ideas and perspectives, using interpretation and context.		Enjambement Anaphora Interpretation Prejudice Segregated Persecuted Prohibited	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’. Summative assessment based on curriculum knowledge. Extended writing: letter, descriptive, comparison, short story, analysis, poetry Reading: vocabulary, comprehension, inference and analysis. Oracy: Debate: using rhetoric responding to questions and reacting to others
	Story Know characterisation and why readers feel sympathy			
	Argument To know how to use topic sentences to structure argument To know how to use embedded quotes To know how to use a range of analytical and evaluative verbs To know how to explain interpretation			
	S & L Debate: using rhetoric and responding to questions and views			
	Grammar To know how to accurately use: bracketed commas, a range of punctuation To know how to use subordinating conjunction openers To know how to use paragraphing			
	Context To know the significance of the treatment of Jews To know the cultural significance of 1600s England and Venice			
	Structure/ Organisation To know the significance of a Volta/turning point To know the significance of beginning, change end			
	Literary To know the significance of a soliloquy To know the significance of characterisation To know the significance of character dynamics			

Subject Curriculum Overview by Term

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

<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	<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	<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
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Points to note

Year 8 need to have a reading book in their bag at all times and they should read each day.
 Students conduct a 200-word challenge write every fortnight to hone creative writing, editing and planning knowledge.
 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.