



Year 8 English Curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	'Coraline'	Creative Writing – Dystopian or apocalyptic worlds	Shakespeare Unit – 'A Midsummer Night's Dream,' 'The Tempest' or 'Much Ado About Nothing'	Non-Fiction – Travel Writing	War Poetry – WW1 and WW2	Oracy Project – relevance of Shakespeare today?
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	In reading, pupils will be taught how to: • Further develop an appreciation, love and interest of reading and read increasingly challenging material independently • Develop their ability to select explicit and some implicit information and ideas from one or more texts • Select relevant evidence from one or more texts that supports their points and begin to explore in depth • Increase their confidence in understanding writers use of language and structure to create effects • Identify devices with a clear consideration of effect • Use accurate subject terminology • Increase their ability to create a detailed comparison of the main points of writer's ideas and attitudes • Start to explore themes, language and/or structure across all texts • Increase their confidence in the evaluation of writer's ideas, plot, themes or settings. • Increase their ability to comment on how the writer's methods have an impact on the reader • Secure their ability to support comments with examples from the text they are studying • Explore textual conventions or features as used by writers from different periods e.g. comparing examples of sonnet form, dramatic monologue, biography or travel writing. • Take part in detailed discussions of how the contexts in which texts are written and read affect meaning e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time.					



	In writing, pupils will be taught how to: • Write using a generally maintained form, appropriate to audience and purpose • Write using an appropriate selection of tone, style and register • Mostly secure success in their communication of ideas with a developing sense of control and coherence • Have a secure and conscious use of vocabulary for effect along with appropriate and well-selected linguistic devices • Ensure their writing consists of a range of connected ideas • Frequently use of coherent paragraphs with a range of discourse markers • Use an effective use of structural and grammatical features in fiction and non-fiction writing • Show imaginative sequencing at times • Develop plot and sequencing in narrative or descriptive writing • Increase their variety of sentences structures for purpose and effect, including complex sentences • Use a wide range of accurate punctuation • Start to use more sophisticated punctuation with accuracy (semicolons, colons, brackets) • Consistently use Standard English • Accurately spell simple words and increasingly accurate spelling of complex words and those containing irregular patterns • Use consistent tense agreement in all writing • Use a range of vocabulary choices showing clear awareness of audience and purpose. In Speaking and Listening (Oracy), pupils will be taught how to: • Express complex ideas and feelings in a range of ways, both succinct and extended. • Engage with complex ideas, making perceptive responses and extending meanings. • Sustain roles showing empathy and applying dramatic approaches with confidence.	
Skills	R <i>Develop</i> RESILIENCE	★ <i>Communicating orally and in the written format in peer assessments.</i> ★ <i>Adaptive writing for audience, style and tone</i> ★ <i>Reading challenging texts and decoding meaning</i>



	A Possess AMBITION	★ <i>Demonstrating leadership in group work tasks, questions, feedback, drama and role play.</i> ★ <i>Applying ideas and interpretations to writing</i> ★ <i>Pupils will develop their own independent ideas and analysis of texts and apply meaning through their own ideas and interpretations</i> ★ <i>Write effectively and coherently using Standard English appropriately.</i> ★ <i>Using assessment to make progress – designated improvement and reflection time (Green for Growth) is built in following class assessments, summative assessments and any other teacher marked work.</i>
	I Demonstrate INTEGRITY	★ <i>Use grammar correctly, punctuate and spell accurately</i> ★ <i>Using problem solving strategies to work through poetical meanings</i>



	S <i>Embed</i> Self-Discovery			★ <i>Read a wide range of texts, fluently and with good understanding</i> ★ <i>Pupils will begin to develop their own writing style</i> ★ <i>Learning from their mistakes and staying positive – acting on feedback given with stamina and tenacity when studying a challenging range of texts</i> ★ <i>Communicating ideas effectively and succulently with clarity of meaning</i>		
	E <i>Display</i> EMPATHY			★ <i>Listen to and understand spoken language, and use spoken Standard English effectively.</i> ★ <i>Think, Pair, Share</i> ★ <i>Speaking and Listening</i>		
Curriculum Links	Coraline feeds from: - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - Harry Potter Y7	Fiction / Creative Writing feeds from: - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - KS2: Word types, etymology, etc. - Creative writing Y7	Midsummer/ Much Ado / The Tempest feeds from: - KS2: Thematic links - KS2: Drawing inferences - KS2: Understanding range of texts - KS2: Word types, etymology, etc - Romeo and Juliet Y7	Non Fiction feeds from: - KS2: To develop knowledge of the world we live in. - KS2: To help advance in reading independently. - KS2: To establish foundations for further learning. - KS2: To retrieve and record information	Poetry WW1 feeds from: - KS2: Analytical skills - KS2: Understanding narrative - KS2: Social and Historical context - Poetry from other cultures Y7	Oracy feeds from: - KS2: Thematic links - KS2: oracy - Y7 Oracy Project (My time in Y7)



Assessment	Coraline Reading Strand 1 and 2	Creative Writing Unit Writing Strand 1 and 3	Shakespeare Unit Reading Strand 4	- Non-Fiction Y7 Non-Fiction Unit Writing Strand 2 and 3	Poetry Unit Reading Strand 3 and 4	Oracy Project
Aspirations & Careers	All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions and patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres. Throughout KS3, pupils will have opportunities to extend their learning outside of the classroom through various after-school clubs. Pupils are encouraged to write at length and for pleasure. Seasonal competitions run at Halloween, Christmas and Easter time. Pupils are also actively encouraged to partake in activities around World Book Day to foster a love and passion for reading for pleasure. Every month, pupils will be exposed to and be aware of literature of interest.					

Due to the lengthy nature of English assessments, some of the topics may need extra lessons to ensure students' responses, marking and feedback is given. As such, some topics may need extra time for completion.