



The High School  
Leckhampton

# Year 8 ENGLISH

## Topic Titles

- Non-fiction Reading and Writing – Social Media
- Novel – Animal Farm
- Creative Writing – ‘Outsiders’
- Poetry – War Poetry
- Speaking and Listening – ‘Female Voices’

## Links with other subjects

Literacy is the cornerstone of all subjects, so the work that we do in English is integral.

Furthermore, there are many links between: English and History, including exploring the connections between texts and their different contexts.

English and RE, including exploring the connections between texts, their different religious contexts.

English and Drama, including studying plays, exploring context and speaking publicly.

English and MFL, including grammar, sentence organisation and the etymology of words.

English and Personal Development, including exploring empathy.

## Intent

Our intent for our Year 8 English curriculum is for it to be rigorous, exciting and balanced, with the National Curriculum at its core. Our curriculum will be transformational, equipping our pupils, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions. Ultimately, our aim for our English curriculum is to ensure that pupils are equipped with the necessary literacy skills so that they can excel in the wider world, in any career that they desire, and that foundation is developed in Year 8.

Our key aims and intent for our Year 8 English curriculum is:

To continue to embed and ensure development of pupils' core understanding and knowledge of the skills required to succeed at KS3 and beyond.

To continue to expose pupils to a range and wealth of texts, from varied contexts, aiming to expand their knowledge and understanding of genres, time periods and cultures, building upon the solid base established in Year 7.

To continue to promote and encourage wider reading of increasingly challenging texts and to continue to promote reading.

## How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the pupils will be taught are

Planning and writing creatively, including organising ideas through paragraphing and punctuation. Planning and writing for varied purposes, including to inform, persuade and argue, including organising ideas through paragraphing and punctuation.

Reading a range of non-fiction and fiction texts, from different contexts and time periods in order to retrieve information and infer knowledge. Reading a range of text types, including poetry & plays, from different contexts and time periods. Selecting appropriate quotations to analyse language, structure and form, using appropriate technical devices. Comparing attitudes and methods presented in texts, using their skills of inference. Planning and speaking purposefully, in front of an audience.

The teaching and promotion of tier 2 and tier 3 vocabulary.

## How can parents help?

The single most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between students who regularly read and those achieving levels 7,8 and 9s in their GCSE exams. Not only does reading boost grades and levels achieved, but it also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to student's own. As well as encouraging reading, parents can help to encourage and promote the use of tier 2 vocabulary at home, so that it becomes a common part of their everyday speech.

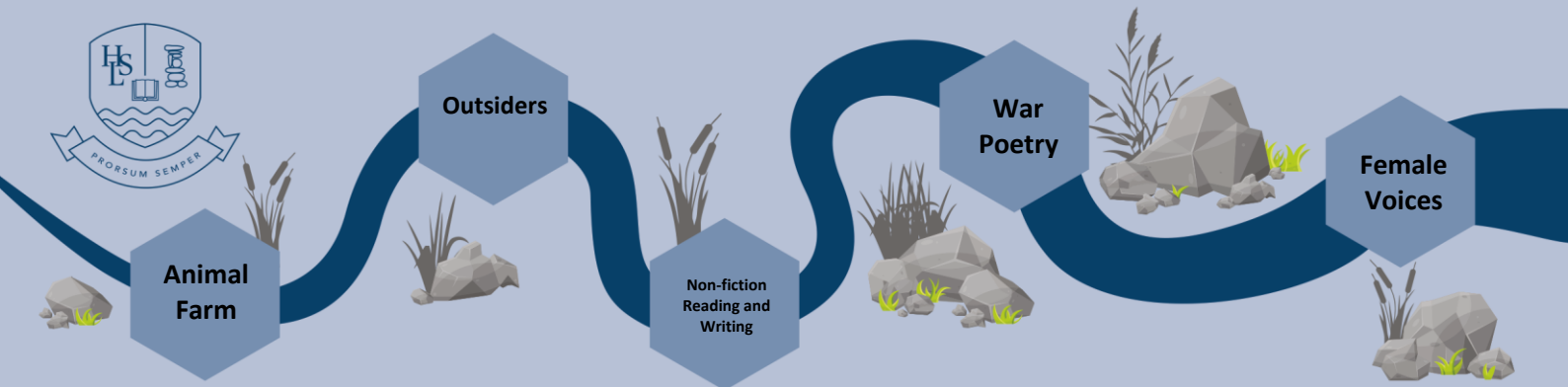
Parents can help support students with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put in, to every single piece.

Finally, if parents wish to offer even more support, then we recommend utilising BBC Bitesize and Seneca Learning as interactive learning tools to work alongside our current topics.

## Recommended Reading and Preparation for Learning

Recommended reading for Year 8 English at HSL:

- '1984' by George Orwell
- 'Kindred' by Octavia E. Spencer
- 'Chinese Cinderella' by Adeline Yen Mah
- 'The Curious Incident of the Dog in the Night-time' by Mark Haddon
- 'The Flame Trees of Thika' by Elspeth Huxley



Subject: English		Year Group: 8	Term: 1 and 2
Module/Theme: Animal Farm			
<b>Topic Outline &amp; Aims</b> (Intent) To give pupils the opportunity to read a novel as a class and to encourage enjoyment and genuine passion for reading on a regular basis. To give pupils the opportunity to explore a context and setting that is different to their own in Gloucestershire. To give pupils the opportunity to discuss and debate mature topics in a safe, supportive environment.			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Have studied at least two novels with significant literary recognition – looking at characters, themes, language and contextual factors. Have read texts from different countries, cultures and historical contexts. Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader. Have the knowledge needed to use quotations and explore their implications. Have the knowledge needed to be able to produce analytical paragraphs. Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers. Have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents (in this case, within which the text is set).			
<b>Prior Learning:</b> (Context) KS2: Reading a novel as a class. Reading comprehension. Basic understanding of different contexts.		<b>Future Learning:</b> (Context) KS3: Develops language analysis practised and developed in Year 7 Novel with adult audience and clear connection to adult social and political ideas Introduces extract-style analysis developed within KS3 and beyond KS4: Multiple novels and texts will be read for GCSE. Skills required for English Literature papers 1 and 2. Contextual knowledge of Power and Conflict poetry taught and embedded.	
<b>RRSA Links:</b> 13. Sharing thought freely 14. Freedom of thought and religion 36. Protection from exploitation		<b>Assessment of Learning:</b> (Impact) Reading: assessed by an essay focusing upon language analysis, structural choices and their impact, form choices and their impact, contextual elements in the context of the text. Test followed by marking, targets and development piece of 30 minutes.	
<b>British Values Links:</b> What is the difference between a democracy and a dictatorship? What happens when democracy fails? Why are we fortunate to live in a democracy?			



### Eco Schools Links:

Importance of activism to seek change.

### Reading / Enrichment:

1984 by George Orwell  
Kindred by Octavia E. Spencer  
The Grace Year by Kim Liggett  
Dry by Neal and Jarrod Shusterman

### Key Vocabulary: (Literacy)

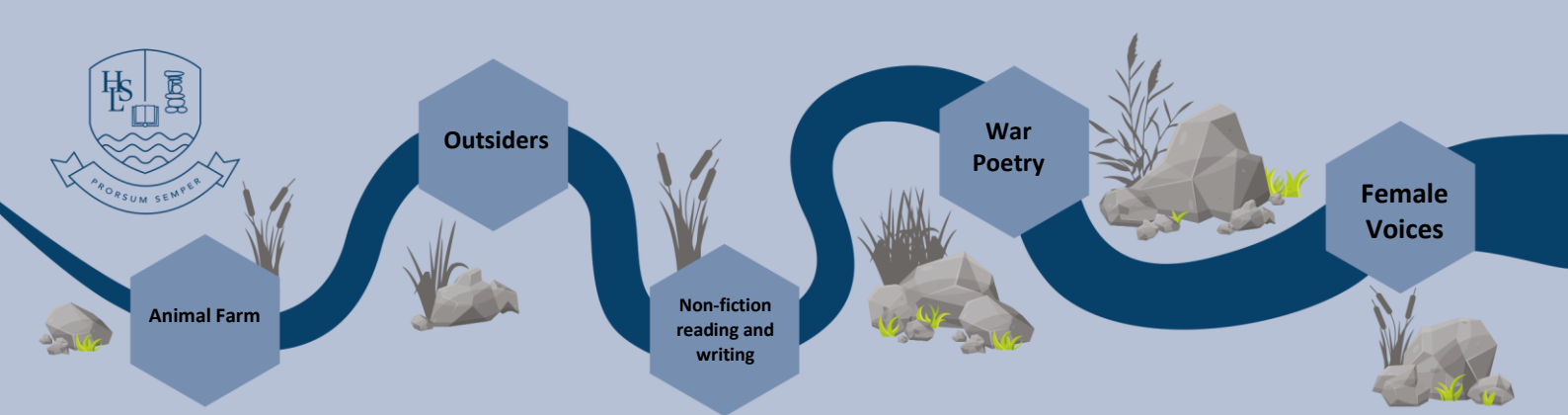
Equality  
Proletariat  
Communism  
Dictator  
Dictatorship  
Revolution  
Propaganda  
Tyrant  
Credulous  
Inference  
Characterisation  
Allegory

### Numeracy Opportunities:

Tension graphs  
Characterisation graphs

### Career Links:

Author  
Teacher  
Activist  
Journalist



Subject: English		Year Group: 8		Term: 3	
Module/Theme: Outsiders					
Topic Outline & Aims (Intent) To develop pupils’ understanding of genre To develop pupils’ understanding of a range of creative writing skills To introduce pupils to the concept of perspectives					
Key Skills and Knowledge taught through this topic: (Intent) So, when reading, students will: <ul style="list-style-type: none"><li>- Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader</li><li>- Have the knowledge to compare texts in terms of content, style and context</li><li>- Have experienced a range of genres</li><li>- Be able to comment on the structural decisions and the form choices made by writers</li></ul> So, when writing, students will: <ul style="list-style-type: none"><li>- Have the knowledge needed to recognise the link between reading and writing</li><li>- Have the knowledge to know the difference between Standard English and everyday colloquialisms</li><li>- Have the knowledge needed to utilise the full process of writing (e.g., planning, improving, experimenting)</li><li>- Use writing to explore experiences beyond their immediate world</li><li>- Select word choices effectively and avoid first choice words when needed</li><li>- Be able to spell common words accurately as well as experiment with more sophisticated words</li><li>- Have the knowledge needed to be able to paragraph for clarity</li><li>- Have the knowledge needed to attempt a wide range of punctuation and syntactical choices for clarity and effect</li><li>- Have the knowledge needed to experiment with imagery and rhetorical devices creatively</li><li>- Be able to appreciate the importance and positive empowerment of writing beyond the English classroom</li></ul>					
Prior Learning: (Context) KS2: Builds upon SPAG technical aspects from KS2. Builds upon creative writing skills taught during KS2 English.		Future Learning: (Context) KS3: Introduces focus upon narrative voice Focus shifts more to structural decisions rather than plot and genre of Year 7  KS4: English Language paper 2 section B – key skills required for all questions.		National Curriculum Links: (Context) Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing ad spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.	
RRSA Links: 31. Rest, play, culture, arts			Assessment of Learning: (Impact)  Assessed by a creative piece that is pre-planned and then marked with targets with 30-minute development time.		
British Values Links: The importance of individual liberty when choosing topics and characters to focus upon.					
Eco Schools Links: How can we use the natural landscape to create an atmosphere?					
Reading / Enrichment: Frankenstein by Mary Shelley The myth of the Minotaur ‘Creative Writing’ BBC Bitesize website		Key Vocabulary: (Literacy) Creative Writing Narrative arc Perspectives Paragraphing First & second person narrative perspectives		Numeracy Opportunities: Tension graphs Narrative arcs	
				Career Links: Author Journalist Teacher	