

## YEAR 8 English Scheme of Work

**Rationale:** In Year 8, students explore the Gothic genre across a wide ranging time span of Literature. This genre has been carefully chosen as a result of both student and staff positive feedback over a number of years. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> <li>To meet the needs of our students</li> <li>To enable all students to progress and achieve their potential</li> <li>To inspire a love of English and Literature</li> <li>To develop cultural capital through experiencing texts through culture, genre and time</li> <li>To develop the essential reading, writing and spoken skills</li> <li>To become effective communicators</li> <li>A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>To read for meaning and understanding, including inference</li> <li>To support ideas with effective evidence</li> <li>To be part of a collaborative reading experience in school</li> <li>To engage with varied and challenging reading material, in order to develop critical, independent thinking skills</li> <li>To participate in enrichment activities</li> <li>To encourage and promote reading for pleasure</li> </ul> <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>To understand the differences between spoken and written English</li> <li>To become confident and proficient speakers</li> <li>To develop skills in talk, debate and discussion</li> <li>To work collaboratively in order to listen, shape and share opinions</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences using conventions successfully</li> <li>To write with confidence, fluency and accuracy</li> <li>To support the development of a broad and rich vocabulary</li> <li>To explicitly teach the key skills of spelling, punctuation and grammar</li> <li>To use subject terms with accuracy and precision</li> <li>To plan, draft and edit work as part of the writing process</li> </ul>	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> <li>Four hours a week usually with the same teacher</li> <li>Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature</li> <li>Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction</li> <li>Builds connections across genres and years</li> <li>Builds on prior knowledge from each unit and throughout each year</li> <li>Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks</li> <li>Units are differentiated to meet the needs of all ability learners</li> <li>The teaching of Literacy and vocabulary is embedded throughout the curriculum</li> <li>Revision and repetition of key skills in English</li> <li>Thematic approach to each year group</li> <li>Sequencing of units is consistent across KS3 to build on skills from earlier units</li> <li>Begin each year with a novel to support settling and engagement</li> <li>Created by members of the English Department using published resources and lessons of their own design</li> <li>Homework currently being built into the schemes with activities to consolidate learning</li> <li>Medium term plans and power points for individual lessons created to ensure they are engaging</li> <li>Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Through whole texts and extracts</li> <li>Whole group reading in the classroom is facilitated by challenging yet engaging text choices</li> <li>Independent reading is routinely practised in lessons</li> <li>Reading for pleasure is promoted through joint initiatives between the English department and the library</li> <li>Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups</li> <li>Reading and spelling ages are tested on transition</li> <li>Fresh Start programme supports specific students in small groups by trained specialists</li> </ul>	<ul style="list-style-type: none"> <li>Common assessments, progress tests for units and end of year exams</li> <li>Student response to specific targets set by teacher</li> <li>Shared Learning Journey for every student at the beginning of each unit</li> <li>Student voice feedback – questionnaire</li> <li>Continuous review of the curriculum by staff and students following each unit</li> </ul>

	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"><li>Spoken Language embedded into schemes of work</li><li>Opportunities for discussion and debate are routinely practised in the classroom</li><li>Opportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three</li></ul> <p><u>Writing</u></p> <ul style="list-style-type: none"><li>During the first term of each KS3 Year, students are explicitly taught <b>creative writing skills to develop imagination, flair and originality</b></li><li>To respond to themes and ideas in texts in a creative and personal way</li><li>Respond critically and analytically using structures to scaffold writing</li><li><i>Annotate, model, write</i> approach;</li><li><i>I do, we do, you do</i> approach</li></ul>	
Autumn Term 1	Spring Term 1	Summer Term 1
<p><b><u>Year 8 – Novel Study – The Woman In Black</u></b> 1</p> <p>The novel in Year 8 facilitates the further teaching of narrative conventions and pupils study <b>The Woman In Black</b>.</p> <p>Pupils learn how to analyse the language and structure of a text focusing on narrative perspective, foreshadowing and flashback. Pupils critically evaluate a given extract, supporting points with quotations and developing an analytical response. Pupils embed quotations supporting their ability to critically evaluate a text. Pupils explore the conventions of Gothic writing in the text.</p> <p><u>Assessment</u> –Creative Writing</p>	<p><b><u>Year 8 – Themed Unit – Gothic</u></b> 1</p> <p>In Year 8, the thematic approach to literature study continues with analysis of Gothic and 19<sup>th</sup> century Gothic fiction. Pupils experience a wide range of literature through the ages such as <b>Twilight, The Raven, Rebecca and AQA pre 1914 Gothic writing extracts from Frankenstein, Northanger Abbey, Wuthering Heights, Dracula and The Hound of the Baskervilles</b>. Pupils develop reading skills by analysing and exploring the conventions of Gothic literature. Pupils explore how writers create meaning in a range of fiction and non-fiction texts and explain how language is used for effect, ensuring they use the conventions of gothic fiction in their analysis.</p> <p><u>Assessment</u> – Non-Fiction – Reading – Paper 2 Q3</p>	<p><b><u>Year 8 – Shakespeare – Macbeth</u></b> 1 4 7 9</p> <p>In Year 8, pupils are exposed to the full play text of <b>Macbeth</b>. Pupils learn the context of witches and patriarchy. Pupils analyse plot development and key soliloquies from the play. Pupils explore and analyse the conventions of Tragedy focusing on tragic flaws, endings, the tragic hero, victims, villains, violence and death. Pupils analyse the themes of ambition, greed, power and the supernatural using evaluative vocabulary. Pupils develop analytical, descriptive and transactional writing skills. Pupils’ understanding of Shakespearean tragedy conventions are enhanced and consolidated with the <b>Young Shakespeare Theatre Company’s</b> visit with an interactive performance of the play.</p> <p><u>Assessment – Literature – Character Development</u></p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p><b><u>Year 8 – Novel Study – The Woman In Black</u></b> 1</p> <p>The novel in Year 8 facilitates the further teaching of narrative conventions and pupils study <b>The Woman In Black</b>.</p> <p>Pupils learn how to analyse the language and structure of a text focusing on narrative perspective, foreshadowing and flashback. Pupils critically evaluate a given extract, supporting points with quotations and developing an analytical response. Pupils embed quotations supporting their ability to critically evaluate a text. Pupils explore the conventions of Gothic writing in the text.</p> <p><u>Assessment</u> –Creative Writing</p>	<p><b><u>Year 8 – Poetry – Gothic</u></b> 1 9</p> <p><b>In Year 8</b>, pupils study a range of post and Pre-19<sup>th</sup> century poetry exploring the Gothic theme. Pupils are introduced to and analyse the specific form of poetry such as a sonnet. Pupils in Year 8 will develop an understanding of poetic techniques from Year 7.</p> <p><u>Assessment – Respond to a taught poem</u></p>	<p><b><u>Year 8 – Play Text – Frankenstein</u></b> 1 4 9</p> <p>In Year 8, pupils also analyse and explore a playwright’s messages and intentions and pupils analyse theme and context such as social class, social division, discrimination and prejudice applying their understanding of the Gothic genre from previous units</p> <p><u>Assessment – END OF YEAR EXAM – Woman In Black extract</u></p>