



Year 8 English

Curriculum Leader: Miss Sarah Jordan

The English Department have high expectations and aspirations for all of their students. Our vision is to raise the achievement of all pupils and give them the opportunity to be creative and ambitious, to succeed and share in their own progress through the promotion of a skills based curriculum. This five year curriculum encourages a love of reading and an analytical exploration of text and writer's craft supported by the consideration and wider knowledge of the contextual and cultural backgrounds of the writing studied. Alongside a passion for reading, the department develop good literacy skills and create confident writers. A rigorous system of assessment, reflection and improvement guide the pupils to reach their full potential in English.

Topics to be covered in Year 8

	Term 1	Term 2	Term 3
Topics to be covered	<ul style="list-style-type: none"> Pre-20th Century Novel— analytical writing/exploring writer's craft Creative Writing 	<ul style="list-style-type: none"> Media and Review Comparing viewpoints and perspectives Creating Writing and Writing to Argue 	<ul style="list-style-type: none"> Exploring Language in Texts Drama text Spoken Language Study
Key vocabulary	<p>Tier 3: word classes: At word level: abstract noun, adjective and so on. Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal Punctuation: : ; - Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, personification, sibilance Structural features: theme, repeated motif, semantic field, dual narrative, flashback, anecdote, repetition, string of assertions Tier 2: synonyms for suggests Extending vocabulary: Vocabulary starters and activities built into specific topics and texts</p>	<p>Tier 3: word classes: At word level: abstract noun, adjective, adverbs and so on. Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal Punctuation: : ; - Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, personification, sibilance, emotive language, personal pronouns Structural features: anecdote, repetition, string of assertions, Tier 2: synonyms for suggests, comparative connectives, persuasive vocabulary, evaluating text and effect vocabulary eg: compelling, convincing Extending vocabulary: Vocabulary starters and activities built into specific topics and texts</p>	<p>Tier 3: word classes: At word level: abstract noun, adjective, adverbs and so on. Sentence types: simple, minor, compound, complex, embedded clause, end sentence reveal Punctuation: : ; - Devices: simile, metaphor, alliteration, triple, sensory description, rhetorical question, oxymoron, personification, sibilance, emotive language, personal pronouns Structural features: stage directions, monologue, aside, time, Headline, byline, stand-first, first-hand account, strapline Tier 2: synonyms for suggests, comparative connectives, persuasive vocabulary, evaluating text and effect vocabulary eg: compelling, convincing Extending vocabulary: Vocabulary starters and activities built into specific topics and texts</p>
Skills to be developed	<p>Reading Skills: In addition to the Reading skills from year 7:</p> <ul style="list-style-type: none"> Comment on structure Structural devices Identifying viewpoint and supporting points Summarising whole text Inference linked and concise 		<p>Writing Skills: In addition to the writing skills from years 7 and 8:</p> <ul style="list-style-type: none"> Building vocabulary Discursive comparative paragraphs including a range of comparative connectives Common and more complex descriptive devices Complex punctuation Creative writing structures Common devices used in article writing Article structure

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	<ul style="list-style-type: none"> - Analytical paragraphs and language analysis are the foundations of Year 7 – Year 8 revisits, revises then builds on these skills – and then adds in challenge – higher order descriptive devices, secondary quotations and building on inference. - Structure is also focused on more. 	<ul style="list-style-type: none"> - Analytical paragraphs and language analysis are the foundations of Year 7 – Year 8 builds on these blocks – revises and then adds in challenge – higher order linguistic devices, secondary quotations and building on inference. - Structure analysis is also revisited and built on. - Persuasive writing and speech are also revisited from Year 7. - Creative writing is also revisited from Year 7. 	<ul style="list-style-type: none"> - Analytical paragraphs and language analysis are the foundations of Year 7 – Year 8 builds on these blocks – revises and then adds in challenge – higher order linguistic devices, secondary quotations and building on inference. - Structure analysis is also revisited and built on. - Article Writing is revisited from Term 2 of Year 8. Spoken Language is built on from Term 3 of Year 7.
Opportunities for revisiting previous learning			<ul style="list-style-type: none"> - Summary and comparison builds on Year 7 and term 2 of Year 8. - Creative writing is also revisited from Year 7 and 8 - Analytical essay writing built on from Year 7 and first term of Year 8.
When will formal assessment of progress take place?	<p>Week 3: SQID paragraph</p> <p>Week 6: Creative Writing</p> <p>Week 9 – SQID paragraph</p> <p>Week 12: Analytical essay</p>	<p>Week 3: Persuasive speech writing</p> <p>Week 6: Broadsheet article writing</p> <p>Week 9: Creative Writing Piece</p> <p>Week 12: Comparison of perspectives piece based on film reviews</p>	<p>Week 3: Summary and comparison piece</p> <p>Week 6: End of Year exam: information retrieval, summary and comparison, language analysis, identifying perspective</p> <p>Week 9: Analytical essay on Drama text</p> <p>Week 12: Spoken Language assessment</p>

Year 8 Useful Resources

SQID



Statement – Quotation – Ideas Developed

1. Make a statement

- Write a statement that relates to the task or question.

2. Embed your quotation

- Choose a short quotation
- Make the quotation flow fluently into your writing
- Use ellipsis if necessary
- Ensure you include the words you are going to focus on when you develop your response
- Remember quotation marks “xxx”

3. Explain what inference can be made about your quotation

- clarifies; connotes; exemplifies; enhances; endorses; intimates

4. Develop your response:

- ...could also imply...
- It may be [writer’s name]’s intention to make the reader feel...
- This creates an image of...
- [writer’s name] implies that...
- Some readers might think...
- Some people might think... whilst other readers could get the idea that...
- The adverb/verb/adjective ____ suggests ...
- ...implies that...
- ...leads the reader to think...
- ...creates a sense of...
- ... is similar to...
- Another way to interpret this might be...
- ...creates an image of...
- ...helps the reader to understand that...
- [writer’s name] could be trying to...
- ... has the effect of...
- ...reminds the reader of...
- Whilst it might seem that..., it could also be argued that...
- Another way of looking at this might suggest...
- Implicit in these words is the idea that...

Website Links

School VLE - <https://sites.google.com/gilberd.com/vle/home?pli=1>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.senecalearning.com/>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments will be used to inform the learning journey for the class as well as next steps and progress for individual students. Assessment could be used when making decisions regarding setting of students, reporting progress home and predicting outcomes. During lessons, students' learning will be evaluated through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information

If you would like to contact the English department please email: english@gilberd.com.

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