



Year Group	Year 8	Subject	English	Taught in	Autumn
<b>Title</b>	Autumn 1: Private Peaceful – Assessed piece: Persuasive speech based on Chapter 7 Autumn 2: Final assessment – HA - How are authority figures presented in the novel? LA – How is the theme of bullying shown through the novel?				
<b>Summary</b>	Novel study – Private Peaceful Linked to the study of <i>Dulce and Decorum Est</i> by Wilfred Owen and <i>Who's for the game?</i> by Jessie Pope, which leads to a comparison piece examining the two poems.				
<b>Key Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Can deduce, infer or interpret information, events or ideas based on evidence from different places in the text.</li> <li>- Identifies and comments on relevant points, information, ideas and events in texts supported by using quotations.</li> <li>- Learns new vocabulary and understands it with the help of context and a dictionary.</li> <li>- Can comment on the setting, plot and characterisation in a text, and the effects of these.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>- Develops a point of view by adding relevant detail</li> <li>- Understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>- Plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended.</li> </ul> <p><b>Writing (Vocabulary, punctuation and grammar)</b></p> <ul style="list-style-type: none"> <li>- Draws on new vocabulary and grammatical constructions from their reading, and uses these in their writing to achieve particular effects.</li> <li>- Can comment on the effectiveness and impact of grammatical features of when analysing texts.</li> <li>- Uses the full range of punctuation accurately, and for impact, including brackets, colons, semi-colons, ellipsis and dashes.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Uses knowledge of morphology and etymology in spelling.</li> <li>- Knows the spelling of some words needs to be learnt specifically.</li> <li>- Uses a variety of strategies for spelling that can be applied to previously unseen words.</li> <li>- Can spell complex words correctly ,e.g. occasionally , occurrence,</li> <li>- Applies prefixes and suffixes accurately.</li> <li>- Can spell past and present tense inflections (ed, s) and plurals.</li> <li>- Uses a dictionary independently</li> <li>- Applies tenses consistently, accurately and effectively.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Talks and listens confidently in many different situations, including some formal situations.</li> <li>- Considers the audience to make sure what is being said is appropriate.</li> <li>- Interests listeners by varying expression and vocabulary.</li> <li>- Listens to others very carefully and ask questions to help develop their ideas.</li> <li>- Can perform a scripted scene making use of some dramatic techniques such as thought tracking and hot seating. use different dramatic techniques to convey action, character, atmosphere and tension</li> <li>- Can devise a performance considering how to adapt the performance for a specific audience.</li> <li>- Reflects on and evaluates their own presentations and those of others.</li> <li>- Knows and understands the differences between spoken and written language.</li> </ul>				
<b>Cross-Curricular</b>					



Year Group	Year 8	Subject	English	Taught in	Spring
Title	Sherlock Holmes - The Red-Headed League and/or The Speckled Band Detective fiction				
Summary	Spring 1: Sherlock Holmes - detective fiction – reading The Red-Headed League and/or The Speckled Band Assessed writing – summary of key assessment or PEE of character Spring 2: Detective fiction – writing – Assessed writing - Writing a detective story of their own				
Key Skills	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Can identify and compare similarities and differences and how they are conveyed across different texts.</li> <li>- Can comment on the setting, plot and characterisation in a text, and the effects of these.</li> <li>- Be able to understand increasingly challenging texts.</li> <li>- Read critically and make comparisons across texts.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>- Develops a point of view by adding relevant detail</li> <li>- Understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>- Uses a range of stylistic devices including precise vocabulary to develop descriptions.</li> <li>- Can amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</li> <li>- Plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended.</li> </ul> <p><b>Writing (Vocabulary, punctuation and grammar)</b></p> <ul style="list-style-type: none"> <li>- Draws on new vocabulary and grammatical constructions from their reading and uses these in their writing to achieve particular effects.</li> <li>- Understands the different situations for using Standard and other varieties of English.</li> <li>- Can comment on the effectiveness and impact of grammatical features of when analysing texts.</li> <li>- Uses the full range of punctuation accurately, and for impact, including brackets, colons, semi-colons, ellipsis and dashes.</li> <li>- Understands the use of the passive to affect the presentation of information in a sentence.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Uses knowledge of morphology and etymology in spelling.</li> <li>- Knows the spelling of some words needs to be learnt specifically.</li> <li>- Uses a variety of strategies for spelling that can be applied to previously unseen words.</li> <li>- Can spell complex words correctly, e.g. occasionally, occurrence,</li> <li>- Applies prefixes and suffixes accurately.</li> <li>- Can spell past and present tense inflections (ed, s) and plurals.</li> <li>- Uses a dictionary independently</li> <li>- Applies tenses consistently, accurately and effectively.</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>- Talks and listens confidently in many different situations, including some formal situations.</li> <li>- Interests listeners by varying expression and vocabulary.</li> <li>- Listens to others very carefully and ask questions to help develop their ideas.</li> <li>- Can perform a scripted scene making use of some dramatic techniques such as thought tracking and hot seating. use different dramatic techniques to convey action, character, atmosphere and tension</li> <li>- Can devise a performance considering how to adapt the performance for a specific audience.</li> <li>- Knows and understands the differences between spoken and written language.</li> </ul>				
Cross-Curricular					



Year Group	Year 8	Subject	English	Taught in	Summer
<b>Title</b>	Love Poetry Romeo and Juliet				
<b>Summary</b>	Summer 1: Love Poetry – Valentine by Caroline Duffy Shakespeare’s Sonnet 18, Sonnet 130 for higher abilities Mini assessment – group presentation – how do the poets/writers show love? Summer 2: Romeo and Juliet – Assessed piece – Who is to blame for the deaths of Romeo and Juliet? / How is the character of Tybalt presented to the audience?				
<b>Key Skills</b>	<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>- Develops a point of view by adding relevant detail</li> <li>- Understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>- Plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended.</li> </ul> <p><b>Writing (Vocabulary, punctuation and grammar)</b></p> <ul style="list-style-type: none"> <li>- Draws on new vocabulary and grammatical constructions from their reading, and uses these in their writing to achieve particular effects.</li> <li>- Can comment on the effectiveness and impact of grammatical features of when analysing texts.</li> <li>- Uses the full range of punctuation accurately, and for impact, including brackets, colons, semi-colons, ellipsis and dashes.</li> <li>- Applies their growing knowledge of vocabulary, grammar and text structure to their writing and selects the appropriate form.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Uses knowledge of morphology and etymology in spelling.</li> <li>- Knows the spelling of some words needs to be learnt specifically.</li> <li>- Uses a variety of strategies for spelling that can be applied to previously unseen words.</li> <li>- Can spell complex words correctly ,e.g. occasionally , occurrence,</li> <li>- Applies prefixes and suffixes accurately.</li> <li>- Can spell past and present tense inflections (ed, s) and plurals.</li> <li>- Uses a dictionary independently</li> <li>- Applies tenses consistently, accurately and effectively.</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>- Talks and listens confidently in many different situations, including some formal situations.</li> <li>- Considers the audience to make sure what is being said is appropriate.</li> <li>- Interests listeners by varying expression and vocabulary.</li> <li>- Listens to others very carefully and ask questions to help develop their ideas.</li> <li>- Can perform a scripted scene making use of some dramatic techniques such as thought tracking and hot seating. use different dramatic techniques to convey action, character, atmosphere and tension</li> <li>- Can devise a performance considering how to adapt the performance for a specific audience.</li> <li>- Reflects on and evaluates their own presentations and those of others.</li> <li>- Knows and understands the differences between spoken and written language.</li> </ul>				
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