Year 8 English Language and Literature

Intent : The course content focuses on key skills within reading and writing, with speaking and listening opportunities incorporated into the teaching of all units. Students are encouraged to read and respond confidently to a range of different texts and authors and develop their ability to communicate these

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units	Gothic Fiction	Novel Study – A Monster Calls	Novel Study – A monster Calls	Myths and Legends	Journalism	Romeo and Juliet
Content	An anthology of modern, 19th century fiction and non-fiction as well as a selection of poems which students read and respond to. Students analyse texts and complete creative writing. Allows in depth genre study. - Dracula - Dracula and Whitby - The Vampire - The Red Room - Coraline - The Tell-Tale Heart - The Raven - Great Expectations - Miss Havisham - The Silent Companions - The Listeners - The Monkey's Paw - Amityville Horror - Frankenstein	An in depth study of genre, character, language and form. Students read for meaning, extract information, develop and sustain an argument. Evaluative skills developed.	An in depth study of genre, character, language and form. Students read for meaning, extract information, develop and sustain an argument. Evaluative skills developed.	Myths and stories involving legendary figures and mythical creatures. A study of the function and purpose of myths and legends in society. Reading and writing skills developed. - Beowulf - Giant's Causeway - Greek Giants - Hercules - King Arthur - Loch Ness Monster Article - Mulan - Pan-Gu and the Creation of the World - The Fairies Poem - The Giant Story-Non-fiction - The Kelpie's Last Battle - The Kraken - The Ruin of Pennard Castle	Genre conventions from blogs and brochures as well as newspapers. Careful consideration of how to identify tone, audience and purpose. Students engage with structural and presentational devices as well as rhetoric.	Students complete a whole Shakespeare play study in depth. This allows for development of understanding of dramatic techniques e.g. soliloquy, dramatic irony and stage directions as well as moral development.
Literacy	Tier 2 Vocabulary for each extract Frayer Model for vocabulary instruction	Reading- reading out loud Tier 2 Vocabulary Frayer Model for vocabulary instruction	Tier 2 Vocabulary Frayer Model for vocabulary instruction	Tier 2 Vocabulary Frayer Model for vocabulary instruction	Tier 2 Vocabulary Frayer Model for vocabulary instruction	Tier 2 Vocabulary for each extract Frayer Model for vocabulary instruction
Assessment	Formative: Persuasive writing – 1984 speech. Summative: Analytical writing – Never Let Me Go.	Formative: How does Michael Morpurgo present contrast in the opening chapter of War Horse? Summative: Report writing. Opinion based, thesis statements.	Formative: Speech writing. Summative: Presentation	Formative: Poetry analysis techniques. Summative: Poetry analysis. Quotations, techniques, zoom in.	Formative: Speech analysis. Summative: Character analysis.	Formative: Persuasive writing – 1984 speech. Summative: Analytical writing – Never Let Me Go.
GCSE AO Link (or other) if applicable	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4, AO5, AO6.	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4, AO5, AO6.	AO1, AO2, AO3	AO5 AO6 AO7 AO8