

<b>SUBJECT:</b>	English	<b>YEAR GROUP:</b>	8
<b>PURPOSE OF STUDY</b>			
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>			
<b>THE NATIONAL CURRICULUM FOR ENGLISH AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p> <ul style="list-style-type: none"> <li>▪ read easily, fluently and with good understanding</li> <li>▪ develop the habit of reading widely and often, for both pleasure and information</li> <li>▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>▪ appreciate our rich and varied literary heritage</li> <li>▪ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> </ul>		<p>RSHE – communication about feelings and moral compass            Geography – to understand different ways in which people have to live and climate differences            History – to understand how people were treated and how they are treated based on different ideals</p>	

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**TOPICS COVERED:**

- **Gothic Fiction Anthology**
- **Shakespeare**
- **Modern novel**

**INTENT OF SUBJECT:**

The intent of English for Year 8 is to understand the different genres and how different literary techniques are used to create different desired effects. To understand how the context of texts and how this influences the writing at the time.

- To know the conventions of the gothic genre
- To know how language is used in gothic fiction to create effects
- To understand the context (historical and social) of when the text was written and when/ where it is set.
- To know what other pieces of literature and concepts affected the writer's message (purpose)
- To know about William Shakespeare and why we study his writing.
- To know what life was like when Shakespeare was writing and how this is reflected in the plays.
- To apply a modern day reading of the play and its characters
- To understand the ways writers create characters with language
- To understand stagecraft and audience reaction.
- To gain some knowledge about the writer
- To understand the context of when the text was written/ set (historical, religious, social)
- To know how characters are shaped and developed over the course of the novel and how this affects our reading of the text
- To be able to show an awareness of the narrative point of view
- To understand the ways writers use language and structure for effect
- To understand the writer's purpose

<b>SKILLS OVERVIEW BY HALF TERM:</b>	
<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>
<ul style="list-style-type: none"> <li>• To analyse language</li> <li>• To compare different genres of literature</li> <li>• To evaluate techniques</li> <li>• To understand genre specific techniques</li> <li>• To use genre specific techniques in writing</li> <li>• To know how writers create suspense/ tension through use of language and structure</li> <li>• To compare the presentation of characters and scenes</li> <li>• To use a wide range of punctuation correctly and for effect (exclamation mark, ellipsis, parenthesis, dash)</li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills in inferring meaning from a text</li> <li>• To be able to select and use appropriate textual references to support inference</li> <li>• To know and use subject specific terminology accurately</li> <li>• To understand the writer's purpose</li> <li>• To predict</li> <li>• To analyse the use of language techniques</li> </ul>
<b>SPRING ONE</b>	<b>SPRING TWO</b>
<ul style="list-style-type: none"> <li>• To understand the purpose of studying different writers</li> <li>• To understand subject specific terminology</li> <li>• To know the conventions of non-fiction writing</li> <li>• To use the conventions of non-fiction writing</li> <li>• To analyse quotes</li> <li>• To infer meaning from text</li> <li>• To make comments on the use of language</li> <li>• To understand and use the context of pieces of writing/plays</li> <li>• To evaluate the purpose of writing</li> </ul>	<ul style="list-style-type: none"> <li>• To interpret meaning from text</li> <li>• To know and use a variety of literary devices</li> <li>• To analyse how language is used to present characters</li> <li>• To write analytically</li> <li>• To analyse quotes</li> <li>• To know the conventions of specific genres of writing</li> <li>• To evaluate the use of language</li> <li>• To know and use subject specific terminology</li> </ul>

<ul style="list-style-type: none"> <li>• To recognise differences and evaluate their purpose</li> <li>• To use speaking and listening skills</li> </ul>	
<p><b>SUMMER ONE</b></p>	<p><b>SUMMER TWO</b></p>
<ul style="list-style-type: none"> <li>• To understand the context of when the text was written/ set (historical, religious, social)</li> <li>• To use inference to make predictions</li> <li>• To understand the writer's intention and the effect on a reader</li> <li>• To analyse quotes</li> <li>• To understand and analyse how language is used to</li> <li>• To know subject specific terminology</li> <li>• To know a variety of literary techniques</li> <li>• To use the conventions of a variety of non-fiction writing</li> <li>• To understand the ways writers use language and structure for effect</li> <li>• To use literary techniques in writing to match purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse quotes</li> <li>• To infer meaning from text</li> <li>• To make comments on the use of language</li> <li>• To evaluate the use of language</li> <li>• To know and use subject specific terminology</li> <li>• To use the conventions of a variety of non-fiction writing</li> <li>• To use speaking and listening skills</li> <li>• To understand the use of writing from different perspectives</li> <li>• To analyse quotes</li> <li>• To understand and analyse how language is used to present characters</li> </ul>