

Long Term Plan for Year 8 English

Term 1	<p>Unit 1. Carpe Diem Skills and Knowledge Retrieval Week Texts: a range of poems and texts with a carpe diem theme.</p> <p>Overview: An introductory unit designed to encourage retrieval of skills from Y7- PEE analysis, figurative language; and composition while setting targets and goals for the forth-coming year. A</p> <p>Grammar includes: ensuring the consistent and correct use of tense. Ensuring correct subject and verb agreement. Using complex sentences, including relative clause.</p>	<p>Unit 2. Gothic Literature Classic Gothic horror 5-6 weeks Suggested texts: Extracts of a variety of gothic horror including Dracula and Frankenstein and Woman in Black</p> <p>Unit Overview: Children will read, analyse and compare a range of Gothic Horror writing (both pre-1914 and modern texts), before attempting to write one of their own.</p> <p>Grammar includes: using elaborated description, including adjectives and adverbs, and subordinate clauses; using relative clauses correctly and appropriately; using fronted adverbials and non-finite verbs to start a sentence Using commas after fronted adverbials</p>	<p>Unit 3. War Poetry Poetry of WW1 4 weeks Suggested Texts: Poems of WWI including Pope, Owen, McCrae and Sassoon.</p> <p>Unit Overview: The children will analyse, perform and compare a range of war poetry of World War 1. They will investigate propaganda and protest writing from the era and learn about the lives of some of the soldier poets including Wilfred Owen.</p> <p>Grammar includes: using and choosing descriptive language, adjectives, adverb, powerful nouns and verbs; using relative clauses correctly and appropriately; recognising and using the perfect form of verbs; identifying and using adverbials</p>
	<p><u>Progress Testing</u></p> <p>Reading Test - with unseen texts - at least once per term. Include PEE analysis with longer style answers.</p>	<p><u>Accelerated Reader</u></p> <p>20 minutes per week</p> <ul style="list-style-type: none"> ▪ Allow at least 20minutes per week for children to read library books. ▪ They may also quiz in this time. ▪ Monitor pupil Reading Records 	<p><u>Class Readers:</u></p> <p>Play of Frankenstein Witch Child Tulip Touch Room 13 War Horse</p>
Term 2	<p>Unit 1 – Skills and Knowledge Retrieval Week</p> <p>Revise reading/GaPS skills learned in T1 Interleaving Review Pupil Targets ‘Cold’ creative writing task Pre teaching vocabulary</p>	<p>2. Shakespeare’s Romeo and Juliet Pre 1900 literature 4 weeks Text: whole play.</p> <p>Overview: Pupils study the whole of Shakespeare’s Romeo and Juliet. Children investigate language, themes, scenes, characters and quotes. They will practice the use of PEE paragraphs when handling evidence from the text.</p>	<p>2. Shakespeare’s Romeo and Juliet Pre 1900 literature 4 weeks Text: whole play</p> <p>Overview: pupils study the whole of Shakespeare’s Romeo and Juliet; investigating themes, characters, language and scenes. They will collect evidence to investigate who is ultimately to blame for events: debate the issue and writing an essay to explain their ideas.</p>

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	<p><u>Progress Testing</u></p> <p>Reading Test - with unseen texts - at least once per term. Include PEE analysis with longer style answers. Teacher assessment for writing at end of term – Learning Reviews.</p>	<p><u>Accelerated Reader</u></p> <p>Allow at least 20minutes per week for children to read library books. They may also quiz in this time. Monitor new pupil Reading Records</p>	<p>Class Readers: Noughts and crosses Hunger Games</p>	
Term 3	<p><u>Unit 1: Retrieval Week</u></p> <p>Revise reading/GaPS skills learned in T1 Interleaving Review Pupil Targets 'Cold' creative writing task Pre teaching vocabulary</p>	<p><u>Unit 2. Dystopian Fiction</u> 7 weeks</p> <p>Text extracts- Hunger Games; 1984; Harrison Bergeron; Examination Day; The Lottery</p> <p>Unit Overview: pupils will study the genre of dystopian fiction- including the novel of The Hunger Games. They will explore typical features of the genre including character, plot and setting. Comparisons will be drawn between different texts and pupils will use inspiration from the texts for their own creative writing.</p> <p>Grammar includes: using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely</p>	<p><u>3: The Island 8-9 Transition</u> <u>3 weeks</u></p> <p>Text: Treasure Island, various text extracts of survival stories</p> <p>Overview: through the theme of survival in a desert island the children make inferences and predictions about characters; create a character within a narrative; investigate mood; analyse story openings; plan and write their own narrative opening. They also set their own targets for English in Year 9</p> <p>Grammar includes: varying sentences for effect; create compound and complex sentences; using expanded noun phrases to convey complicated information concisely, using adverbials to suggest character feeling</p>	

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	<p><u>Y8 Final Assessment Week</u></p> <p>End of Year Reading Test Teacher assessment of writing (Learning Review PT13</p>	<p>Accelerated Reader</p> <p>Allow at least 20minutes per week for children to read library books. They may also quiz in this time. Monitor new pupil Reading Records</p>	<p>Class Readers: Noughts and crosses Trash Treasure Island Romeo and Juliet Play</p>
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