

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1 Novel - 'Tyger' by SF Said + Lexia intervention	- The 'Tyger' plot and how the writer crafts character, narrative perspective and changes in setting, pivotal moments, key themes and ideas - Some examples of what makes this particular novel and this particular writer unique. - Know what different word classes are (noun, verb, adjective, adverb, imperative, superlative), - Different methods writers use (including structural features e.g. beginnings, endings, shifts in focus, dual narrative, building tension, dialogue and features of language including sensory language) - What a PEED paragraph is and how it helps to develop ideas, with keyword analysis - Knowledge of a range of punctuation, including a listing comma, parenthetical comma, subordinating comma,	- Show an understanding of the plot - Show some understanding of features of genre (dystopian and magical realism) - Identify and show a basic analysis of individual words. - Identify and show a basic analysis of methods (including basic structural features e.g. shifts in focus and tension and features of language) - Use the PEAL structure to explain some ideas about the writer's choices and possible effects on the reader. - Use basic punctuation accurately to explain ideas with some clarity in their writing.	- Protagonist - Antagonist - Narrator - Character - Setting - Language - Sensory language - Structure - Context - genre - literature - dystopian fiction - magical realism	<u>Teacher assessed reading DMT:</u> 1. Teacher assessed writing DMT - choice of two tasks: 1. describe Adam and Zadie's journey OR 2. describe a magical creature in an unlikely environment 2. Choice of three portfolio personal responses to be used as teacher assessed DMT:

	parenthesis, semicolon, and speech marks. - Explore context and setting and how this adds to our understanding of characters and themes - Explore SF Said's message and how this promotes tolerance, respect, understanding and creativity.	- Write effective sentences with accurate spelling and grammar. - Include some features of creative writing including sensory description. - Make basic links between the novel and its context (London, the past, colonialism, William Blake's 'The Tyger', refugees.	- utopia - dystopia - ghetto - Empire - refugee	i Writing about the theme of racism in the novel ii Reflecting on the different characters' perspectives iii Writing a literary review of the novel for the school magazine <u>Self-assessed reading DMT:</u> Self-assess one or two of the portfolio pieces.
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Expected, Below Expected? - Above Expected: Students will meet all bullet points outlined in the skills descriptor. - Expected: Students will meet most bullet points outlined in the skills descriptor. - Below Expected: Students will meet two or fewer bullet points in the skills descriptor.			

	• Cause for concern: Students produce insufficient work to meet any of the skills descriptors.			
Spring Term 1 Travel Writing	• Students will understand the term 'Travel Writing' and be able to name its features. • Students will understand the term 'colloquial' • Students will understand the features of an informal letter • Students will understand how advertisements use language to promote tourist destinations. • Students will understand the impact and importance of sensory description in descriptive writing. • Students will explore how writers use humour to engage an audience • Students will understand a leaflet's language and presentational features and include them in their leaflet design • Students will understand the importance of using powerful	• Students will be able to identify the features that create a chatty, conversational tone and use this in their writing • Students will be able to construct an informal letter, which uses consciously chosen vocabulary • Students will be able to comment on the intended effect of language used in adverts • Students will be able to use simple sensory descriptions within their descriptive writing. • Students will be able to use techniques such as exaggeration to create a humorous tone in their writing • Students will be able to include consciously chosen	• Anecdote • adjective • verb • Exaggeration • colloquial • Sensory imagery • Blog • Hyperbole • Humour • Tone • Viewpoint	<u>Self-assessed writing DMT</u> Write the script of a voiceover for a TV travel advert <u>Teacher assessed writing DMT:</u> Write a description of one of the images looked at during the previous lessons.

	vocabulary and a range of language devices in their writing Students will understand how interesting structural features are used to engage readers.	vocabulary, and language devices such as simile, alliteration and onomatopoeia in their travel writing Students will be able to use at least one interesting structural feature, such as zooming in and out, cyclical structures, and dramatic one-sentence paragraphs when describing an image		
Spring Term 2 Media	- Students will have a basic understanding of what the term 'media' means and why the media is so influential and important in our society today - Students will understand the terms purpose, audience and context to a basic extent and how to identify them for different texts - Students will learn the difference between basic facts and opinions - Students will learn how to fact check	- Show their basic understanding of the term 'media' - Students will be able to name a basic number of different media sources (e.g. radio, newspapers, social media etc.) - Students will be able to identify the purpose, audience and context of a text at a basic level - Students will be able to identify facts and opinions	- Media - Non-fiction - Purpose - Audience - Context - Fact - Opinion - Bias - Humour	<u>Teacher assessed writing DMT:</u> Write an opinion piece on the topic you have researched. <u>Self assessed writing DMT:</u>

	• Students will learn to identify a basic range of persuasive features • Students will learn the basic conventions of a newspaper article • Students will have a basic understanding of social media and its place in the world • Students will understand how to spot basic fake news	and know how to fact-check the validity of a source • Students will be able to identify how basic persuasive features are used within the media and analyse their effect(s) to some degree.	• Emotive language • Statistics • Repetition • Rhetorical questions • First-person perspective • Headline • Subheading • Columns	Write an opinion piece for a broadsheet newspaper in which you explore your opinion on the statement below: “Social media has more benefits than drawbacks, it allows us to entertain ourselves, stay connected and discover the world, all at the touch of a button.”
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Expected, Below Expected?			

Summer Term 1 Modern drama - 'The Cursed Child' by JK Rowling	In progress - TBD	In progress - TBD	In progress - TBD	<u>Teacher assessed DMT:</u> Y8 EOY exams Writing task: Choose one of the following: Write a description of an interesting place inspired by this picture. OR Write the opening of a short story entitled 'The Journey'. You may use the image above as inspiration if you wish. (NB: the dates of these end of year exams are subject
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				to change each year and are determined by the English department)
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Summer Term 2 Diverse Short Stories 'Iridescent Adolescent'	• Students will develop an appreciation and love of reading by reading a range of short stories with a wide coverage of genres, historical periods, forms and authors. • Students will learn new subject-specific vocabulary, particularly concerning the structure of stories, such as 'foreshadowing'; 'climax' and 'flashbacks'	• Students will be able to read and understand the general plots of a range of stories from different genres and authors. • Students will be able to make some connections between ideas in a story, particularly by identifying similarities between them.	• Story • Narrative • Setting • Character • Genre • Structure	<u>Teacher assessed reading DMT</u> <u>Self assessed reading DMT</u>

	• Students will discuss and be encouraged to value their and other's opinions of a story. • Students will learn the value of re-reading for clarification and understanding and how to make relevant comments using evidence from the texts. • Students will begin to look at how language, including figurative language, vocabulary choice, text structure and organisational features, presents meaning • Students will study how the different aspects of narrative - such as setting, characters and plot - interest the reader • Students will begin to make some comparisons and connections between stories, looking for similarities and differences. • Students will develop their reading skills and how to express these simply and clearly, both verbally and in writing.	• Students will be able to recognise some elements of genre and will begin to identify some by selecting relevant examples from a text. • Students will be able to apply some new subject terminology when talking about the effects of a story. • Students will be able to make some relevant comments about a story and why it interests readers. • Students will be able to listen to others' views and say whether or not they agree. • Students will be able to consider their understanding of a text and sections of text. • Students will be able to identify some examples of writers' use of language, including vocabulary choice, and some	• Foreshadowing • Climax • Flashbacks • Infer(ence) • Refugee • (First/third person) narrator/narrative • Dialogue • Context	
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	Students will practise editing and proofreading their writing to improve accuracy.	organisational features. They will begin to make some relevant comments about the effects of these. - Students will be able to identify and comment on different aspects of narrative - such as setting and characters - to interest the reader. - Students will be able to write simply and clearly, with increasing focus, to express relevant ideas about texts. - Students will be able to write simply and clearly, with increasing focus, to explore connections between some of the stories. - Students will be able to self and peer-review writing and make some suggestions for improvement.		
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