

## In Year Progression Plan & Curriculum Overview for English YEAR 8 2024/25

		Autumn	Spring	Summer
		Unit Titles Overview		
		<b>Year 8 - Duality</b>		
What are students learning?		<b>AUTUMN 1 - 19th Century Short Stories</b>  <b>AUTUMN 2 - Poetry and slam sonnets</b>	<b>SPRING 1 - The Tempest</b>  <b>SPRING 2 - Rhetoric and Non-Fiction</b>	<b>SUMMER 1 - Animal Farm</b>  <b>SUMMER 2 - Creative Writing</b>
Understanding:		What will these units of work help students to understand, what does it build on and where does it lead to?		
		<u><b>AUTUMN TERM 1 - 19th Century Short Stories</b></u> Students will explore a range of short stories from the 19th Century from a variety of renowned and respected literary greats. They will build on their short study of year 7 by focusing on how the same features of	<u><b>SPRING TERM 1 - Tempest</b></u> Students will build on their Shakespeare study in year 7 and begin to develop their understanding of how Shakespeare presents his ideas and messages in his plays. They will begin to strengthen their analytical skills by focusing on	<u><b>SUMMER TERM 1 - Animal Farm</b></u> Students will be able to demonstrate a more in depth understanding of how to approach and explore a narrative text, with clear focus on moral messages which link to the theme of

		<p>stories can be found in 19th century texts. They will explore how writers use language to craft engaging descriptions and build atmospheres in their narratives, with a focus on how the idea of <b>duality</b> is presented, both through the individual and through society. They will develop a more sustained and deeper understanding of the writer's craft, using examples from a range of stories to explain their inferences and analysis. They will also practise using these crafts in their own creative writing.</p> <p>This will build on <b>prior knowledge</b> of extended writing and narrative writing skills explored in year 7.</p>	<p>how Shakespeare presents contrasting characters, with a link to the theme of <b>duality</b>. Students will consider how conflict is presented alongside love in the play and how Shakespeare uses dramatic devices to present these contrasting ideas. They will build on their analytical practice from year 7 to be able to explain in more critical detail the impact of Shakespeare's language and structure choices.</p> <p>Students will continuously build on <b>prior knowledge</b> from their study of Shakespeare, as well as their study of other literature texts and styles. This will include links to social and historical context.</p>	<p><b>duality</b>. They will continue to develop their understanding of the writer's craft through reading, discussion and analytical approaches. They will consider the social and historical context to the novel, making links to other curriculum areas such as History.</p> <p>They will continue to build on their analytical practice from year 7, enabling them to clearly explain how and why the writer has presented their ideas in a particular way.</p> <p>This will build on <b>prior knowledge</b> of reading and understanding a text from year 7 and KS2, being able to explain writers' choices in texts and how they impact readers as well as how conflicting characters are portrayed.</p>
		<u><b>AUTUMN TERM 2 - Poetry and Slam Sonnets</b></u>	<u><b>SPRING TERM 2 - Rhetoric and Non-Fiction</b></u>	<u><b>SUMMER TERM 2 - Creative Writing</b></u>

		<p>Students will be able to demonstrate a more detailed and in depth understanding of how to approach and explore poetry, building on their skills and knowledge from year 7. They will explore the presentation of different cultures in poetry, using a range of poets and poetic forms, exploring how cultures are presented and links between cultures. This will develop cultural capital as well as empathy, while enabling students to continue to develop analytical and inference skills.</p> <p>The pupils will also have the opportunity to develop their own creative output, allowing them to experience the writing experience and compliment their analytical knowledge with first hand experience.</p> <p>This will build on <b>prior knowledge</b> of poetry and identity from previous literature studies.</p>	<p>Students will be able to demonstrate their understanding of the differences between fiction and non-fiction texts, with the opportunity to read and develop understanding of a wide range of non-fiction connected by the theme of <b>duality</b>. Students will identify what rhetoric is and how examples of it are used in non-fiction. They will develop their understanding and explanation of how writer's use language to convey ideas and meanings and have the opportunity to develop their own transactional writing.</p> <p>This will build on <b>prior knowledge</b> from text studies in year 7 and 8, allowing students to see the difference between fiction and non-fiction and further practise their own writing skills.</p>	<p>Students will be able to demonstrate a range of creative strategies for planning and developing their creative writing. They will demonstrate understanding of spelling and grammar as well as technical understanding of choices to be made in their creative writing. Pupils will develop their skills at generating ideas from a range of prompts.</p> <p>This will build on <b>prior knowledge</b> of how to develop their creative ideas as well as on the technical knowledge of grammar and technique from KS2</p>
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Knowledge:	What Substantive Knowledge will students gain?		
		<p><b><u>AUTUMN TERM 1 - 19th Century Short Stories</u></b></p> <ul style="list-style-type: none"> <li>• Narrative structure - five stages of a narrative, how to develop a 'short' story</li> <li>• Characterisation - introducing, building and developing understanding of a range of characters and character tropes</li> <li>• Use of figurative language (metaphor, simile, onomatopoeia, pathetic fallacy, etc.) to build atmosphere and develop description.</li> <li>• Contextual information - Victorian society, social hierarchy, role of technology, science and advancement, gender roles in society.</li> <li>• Opportunities to write creatively, linked to the short story study and focus on building a sense of character/setting/etc.</li> </ul>	<div> <p><b><u>SPRING TERM 1 - The Tempest (Play)</u></b></p> <ul style="list-style-type: none"> <li>• Plot - how writer's use language and structure to progress their plots</li> <li>• Key themes - love, conflict, colonialism, honour, religion, power and authority</li> <li>• Knowledge of different types of culture - representations and constructions</li> <li>• Contextual information - colonial viewpoints and the history behind Shakespeare's views of 'the other'</li> </ul> <p><b>Literacy Focus: Oracy and Reading</b></p> <ul style="list-style-type: none"> <li>• Developing students' performance skills</li> <li>• Developing students' ability to make predictions and inferences about texts.</li> <li>• Development of use of</li> </ul> </div> <div> <p><b><u>SUMMER TERM 1 - Animal Farm</u></b></p> <ul style="list-style-type: none"> <li>• Plot development - how writer's use language and structure to progress their plots</li> <li>• Key Themes - social hierarchy, social conscience, power and control, corruption, dreams and hopes.</li> <li>• Characterisation - introducing, building and developing understanding of a range of characters and character tropes</li> <li>• Use of allegorical approach to present ideas.</li> <li>• Contextual information - political ideals and beliefs (communism etc), Russian Revolution</li> <li>• Crafting of</li> </ul> </div>

		<p><b>Literacy Focus: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Developing students' ability to make predictions and inferences using clear and relevant references to text</li> <li>Developing students' understanding of methods and word classes and how word choice can create meaning.</li> <li>Developing students' ability to write critically and analytically about a text.</li> </ul>	<p>standard English and grammar in all spoken forms.</p>	<p>imaginative and transactional writing inspired by reading materials.</p> <p><b>Literacy Focus: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Developing students' ability to make predictions and inferences about texts.</li> <li>Developing students' understanding of language methods, word classes and how word choice can create meaning.</li> <li>Developing analytical writing to show understanding of writers' ideas.</li> </ul>
		<p><b><u>AUTUMN TERM 2 - Poetry and Slam Sonnets</u></b></p> <ul style="list-style-type: none"> <li>Key ideas about individual cultures presented within each poem</li> <li>Poetic methods used by</li> </ul>	<p><b><u>SPRING TERM 2 - Rhetoric and Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Understanding of the term 'rhetoric' and the methods associated with rhetorical writing.</li> <li>Exploration of</li> </ul>	<p><b><u>SUMMER TERM 2 - Creative Writing</u></b></p> <ul style="list-style-type: none"> <li>Key grammatical knowledge</li> <li>Knowledge of spelling and punctuation</li> <li>Development of a</li> </ul>

		<p>each poet including understanding of form.</p> <ul style="list-style-type: none"> <li>• Exploration of issues linked to poems e.g. loss of identity, racist attitudes, isolation</li> <li>• Crafting of imaginative and</li> <li>• transactional writing inspired by reading.</li> <li>• Contextual information for each poem - historical context of culture, poet experiences.</li> </ul> <p><b>Literacy Focus: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Developing students' ability to make predictions and inferences about texts.</li> <li>• Developing students' understanding of word classes and how word choice can create meaning.</li> </ul>	<p>non-fiction texts and how to identify meanings and ideas in non-fiction texts.</p> <ul style="list-style-type: none"> <li>• Crafting of transactional writing using rhetorical methods.</li> </ul> <p><b>Literacy Focus: Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Developing ability to make inferences based on evidence in no-fiction texts.</li> <li>• Developing ability to read for meaning, using skimming and scanning techniques to find information.</li> </ul> <p><b>Literacy Focus: Oracy</b></p> <p>Developing students use of standard English and well formed arguments through discussion and debate.</p>	<p>toolkit of creative techniques</p> <ul style="list-style-type: none"> <li>• Knowledge of plot structures and how to develop a complete narrative</li> <li>• Crafting of imaginative and narrative writing inspired by reading</li> </ul> <p><b>Literacy Focus: Oracy and Writing</b></p> <ul style="list-style-type: none"> <li>• Developing students' performance skills</li> <li>• Developing students' understanding story plots and storytelling</li> <li>• Development of use of standard English and grammar in all spoken forms.</li> </ul>
		<b>What Disciplinary knowledge and skills will students gain?</b>		
		<b>Across all units, students will:</b>		

		<ul style="list-style-type: none"> <li>• Continue to develop a wider response to a text /poem and task, considering how writer's methods can create meaning and impact the reader, building on skills introduced in year 7.</li> <li>• Be able to make more developed connections between the genre of a text and its purpose.</li> <li>• Develop empathy and clearly explain understanding of the set text through creative writing.</li> <li>• Explore further and begin to analyse the presentation of the themes and ideas of the set text through a range of challenging non-fiction extracts alongside fictional texts.</li> <li>• Using analysis of non-fiction extracts to craft own transactional writing, successfully using rhetorical methods and approaches.</li> <li>• Continuously consolidate and improve upon the knowledge and skills that have been developed during half terms.</li> <li>• Continue to develop language, method and structure analysis of both fiction and non-fiction texts which will continue to be built on throughout KS3 and 4.</li> </ul>
<b>Outcomes</b>		
<b>What will students be able to do?:</b>		<p><b>What will be produced?</b> Students will work to develop a range of imaginative, creative, transactional and analytical responses over the course of the academic year which are inspired by their reading of high calibre literary fiction and non-fiction.</p> <p><b>What will students know and be able to do by the end of Year 8?</b> Students will be able to show their understanding of fiction as a construct from year 7, applying it to the more challenging texts introduced in year 8. They will be able to explain how the importance of society and culture is presented in a range of texts, with clear links to duality explored. They will continue to develop their narrative writing skills, focusing on using the 'drop, shift, zoom in, zoom out' approach as well as SCARS. They will continue to develop their understanding and use of a broad range of literary and methods, focusing in more detail on rhetorical methods, and their impact on the reader - they will be able to explain in more depth and detail how and why the writer has chosen the methods they have. They will be</p>

able to write confidently and convincingly in a range of different forms, using appropriate language and grammar relevant to the purpose, audience and form. They will show their developing knowledge of tier 2 vocabulary in their creative writing, alongside their knowledge of tier 3 vocabulary in their analytical writing.

**Through Their Study of Literature and Language:**

- Narrative crafting including 'drop, shift, zoom in, zoom out and SCARS.
- Presentation of literary tropes through characterisation, setting etc.
- A range of literary and poetic devices, how to use them in their own writing and the effect they can have on a text. This will include but is not limited to juxtaposition, personification, anaphora .....
- A range of relevant themes and ideas and how these are developed in studied texts to demonstrate the writer's message. This will include but is not limited to duality of person, cultural divides and identity, conflict, prejudice, diversity, etc...
- How drama texts differ from fiction narrative writing and poetry.
- How to identify specific literary genres through their conventions. This will include but is not limited to tragedy, political, romance
- What stagecraft is and how it can create meaning in performance.
- A range of contexts which inform the texts that they are studying. This will include but is not limited to traditions of different cultures, Elizabethan England and the patriarchal society, Russian Revolution
- How writers create a sense of characterisation through narrative crafting and text level choices.
- How to approach an unseen non-fiction text and draw links to studied literature.
- How to use texts as inspiration for their own narrative and transactional writing.

**Through Their Study of Literacy:**



		<ul style="list-style-type: none"> <li>• The different word classes and how word choice can impact text's meaning. This will build on the word class information they have from KS2 and year 7.</li> <li>• Continued use of reciprocal reading strategies for ensuring that texts are understood.</li> <li>• Sentence types including but not limited to declarative, imperative, compound etc. and how to use them in their own writing.</li> <li>• How to identify the main and subordinate clauses in sentences and their intended impact.</li> <li>• How to identify and use different voices and perspectives in their own writing. This will include but is not limited to: active vs passive voice, first person, third person etc...</li> <li>• How to control voice and body language in performance.</li> <li>• How language has developed over time.</li> </ul> <p><b>What will students be able to do?</b></p> <ul style="list-style-type: none"> <li>• Students will be able to further explain their opinion of characters and themes presented by the author(s), using judicious evidence to support ideas.</li> <li>• Students will be able to make more developed inferences regarding the methods used by the author(s), increasingly explaining the intended impact.</li> <li>• Students will be able to use their inference skills in order to make predictions about texts</li> <li>• Students will be able to identify and retrieve key and judicious information from texts to support their ideas and inferences.</li> <li>• Students will be able to create a range of imaginative and transactional writing pieces which are inspired by the texts they have been studying.</li> </ul>
<b>Literacy Knowledge and skills:</b>		<b>Vocabulary Acquisition</b>
		<ul style="list-style-type: none"> <li>• Students will be explicitly taught new tier 2 and tier 3 vocabulary across all units.</li> <li>• Students will be encouraged to incorporate newly taught vocabulary in their tasks.</li> <li>• Students will be encouraged to highlight when they have used new vocabulary in written responses.</li> <li>• Students will be supported to use and spell the correct terms in their written work.</li> <li>• Students will self-assess the accuracy of their own spelling and grammar in their writing.</li> <li>• Teachers will address common misspellings in whole class feedback and may test students if they</li> </ul>

feel it is appropriate.

- Students will revisit previously learned vocabulary and concepts through interleaved recall quizzing.

**KEY VOCAB**

Context Impact Inference Protagonist Climax Antagonist Denouement Exposition Prolepsis Narrative Hook Linear Dialect Prejudice Symbolism Extended metaphor Colloquialism	Tragedy Hamartia Motif Hierarchy Allegory Allusion Pathos Dichotomy Juxtaposition Foreshadowing Fate Oxymoron Personification Pun Couplet Blank verse Iambic pentameter	Communism Revolution Political Diatribes Euphemism Semantic field Zoomorphism Rhetoric Tricolon Anaphora
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**Oracy**

- Students will be given a number of opportunities to express their opinions through discussion, debate, performance and presentations; on an individual and group basis.

		<ul style="list-style-type: none"> <li>Teachers will model spoken formal Standard language and encourage students to effectively structure verbal responses.</li> <li>Poor communication and non-standard English responses will be challenged, and students will be encouraged to self-correct.</li> <li>Students will be encouraged to practise turn taking in peer to peer conversations to aid speaking and listening skills.</li> </ul>
		<b>Reading for Meaning</b>
		<ul style="list-style-type: none"> <li>Students will be encouraged to utilise reciprocal reading strategies to ensure that comprehension of the reading materials is cemented (e.g. articles, case studies, set texts etc.).</li> <li>Students are expected to use the reading sources to support student responses and ideas.</li> <li>Teachers are to utilise a range of DART (Directed Activities Related to Text) strategies to ensure that students are engaging with their reading e.g. use of summaries, gap fills, sequencing activities etc.); to support student responses.</li> <li>Teachers will read aloud and model what effective reading sounds like (e.g. reading case studies, questions and articles).</li> </ul>
		<b>Literacy code - marking</b>
		<ul style="list-style-type: none"> <li>The literacy marking code will be used to review student responses; identifying errors and expecting students to self-correct.</li> <li>Particular attention on: spelling, punctuation, grammar, tense and written structure (use of paragraphing) will be highlighted.</li> <li>Teachers to 'spotlight' literacy during the lesson to flag common misconceptions or spelling, punctuation or grammatical errors.</li> <li>Teachers promote 'checking' phases of the lesson to encourage students to review their work for errors.</li> </ul>
		<b>Written Response Scaffolding</b>
		<ul style="list-style-type: none"> <li>Within the subject; an agreed written structure for responses is shared and used.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Sentence starters are available in subject areas to support student responses.</li><li>• Specific and tiered success criteria is given to before commencing extended tasks.</li><li>• Live modelling of outcomes is expected. This should be constructed in the form of an 'I do, We do, You do'. 'I do' models should be curated beforehand and where possible, the model should be examples from students for authenticity.</li></ul> |
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