

# English

## Year 8 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### Curriculum Aims

The overarching aim for English at David Nieper Academy 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.

Our English curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding at a level appropriate for their age
- develop the habit of reading widely and often
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

#### Threshold concepts

All of Year 7 threshold concepts and:

##### Reading

- Students will be able to read selected multicultural and literary heritage texts with scaffolding and support.
- Students will be able to identify the general purpose and audience of fiction and non-fiction texts.
- Students will be able to use a range of strategies for deciphering unfamiliar vocabulary.
- Students will be able to make straightforward inferences about character and setting.
- Students will be able to explain how language, figurative language and vocabulary choices present meaning in both poetry and prose. They will be able to do this with scaffolding and support.
- Students will be able to explain the effect of setting, plot and characterisation.

##### Writing

- Students will be able to adapt their writing to suit a range of narrative and non-narrative texts.
- Students will be able to use a range of language techniques to improve the quality of their writing. They will be able to make simple comments on structure.
- Students will be able to make changes to grammar, spelling, simple structure and vocabulary choices to improve the quality of their writing. They will be able to do this with scaffolding and support.
- Students will be able to use a variety of sentence types to vary their writing.
- Students will be able to use accurate external punctuation to demarcate sentences.

##### Speaking and Listening

- Students will be able to give their opinions using Standard English in short presentations, keeping to the point.
- Students will be able to improvise, rehearse and perform poetry and drama, maintaining a role.

#### Subject knowledge (in order taught)

- How to explain how language, structure and context are used within prose and poetry.
- How to use a range of language techniques to improve the quality of their writing.
- How to edit and proof-read their own work to improve the quality of their writing.
- How to demarcate sentences accurately with consistent internal punctuation.
- How to explain the effect of setting, plot and characterisation, and make comparisons across a text.
- How to use a range of strategies to decipher unfamiliar vocabulary.

- How to make logical inferences about character, theme and setting.
- How to adapt their writing to suit a range of narrative and non-narrative texts.

### Sequence of learning

Year 8 is split into discrete reading and writing units with opportunities for speaking and listening threaded through the year. However, as the year progresses, these skills are increasingly taught side-by-side in the units to develop students understanding of the inter-related nature of the reading and writing processes.

- In term 1 students will focus on a combination of reading writing skills. They recap the genre-based reading skills of Year 7, Term 5 though with more challenging texts as they explore early science fiction. This is then assessed through writing with W1 and W2 being picked up and revisited from Terms 3 and 4 of Year 7. This is more challenging as students are asked to transform fiction texts into non-fiction responses with an exploration of how these texts type differ. This forms the baseline assessment for Year 8. The term ends with the first careers/employability linked project. Students will explore the publishing and copywriting sector. Using real-world examples and interactions with Bannister Publishing, students will learn how to write professional advertising copy and produce advertising materials for the creative writing produced by their peers in the summative assessment.
- Term 2 builds on the final term of Year 7 with a return to literary heritage texts and Shakespeare. Students will progress to tackling both the full text and the full range of reading curriculum focuses. Assessment focuses on R3. This unit also contains the second employability/careers project with students exploring roles within creative production via a series of tasks focusing on the staging of the play. Students will respond to professional materials and recorded input from the RSC to produce their own staging of key moments from the play, focusing on the input from different stage professionals.
- Term 3 builds directly on Term 2 with students being asked to adapt their analytical skills to apply them a range of modern poetry texts taken from a range of different cultures. All reading curriculum focuses are assessed.
- Term 4 returns to writing and progresses from Term 1 by asking students to apply their writing skills to a range of fiction-based forms. Students will experiment with writing autobiography, poetry and dramatic monologues. Stimulus material will come from a range of modern and literary heritage sources. Assessment covers all of the writing curriculum focuses.
- Term 5 consolidates the work done in term 2 with students studying the other major area of literary heritage texts: 19<sup>th</sup> century prose. Students study a range of extracts from gothic fiction before tackling more extended sections from *Dracula*. The unit explores the relationship between analytical reading and recreative writing. Students will draw on the lessons from Term 4 to adapt their creative writing style in the formative and final assessments, which cover all of the writing criteria.
- In term 6 students will study one from a range of differentiated novels. These mark the transition from YA fiction to adult fiction and students will study the complete text. Final assessment will cover all of the reading assessment focuses.

### Cross-curricular knowledge

- Understanding of the historical context from the Medieval era to contemporary society (21<sup>st</sup> Century).
- Exploration of a range of ethical and religious ideologies including: racism, terrorism, discrimination, gender stereotypes.
- SMSC & Fundamental British Values including: tolerance of other faiths, mutual respect, individual liberty and rule of law.

### Curriculum links to careers

- Employability/Careers project linked to publishing/copywriting in partnership with Bannister Publishing.
- Employability/Careers project linked to creative careers in the arts with links to the RSC.
- Descriptive writing linked to journalism, marketing and entertainment sectors.
- Communication and presentation skills linked to advertisement and persuasion.
- Exposure to outside agencies during Enterprise Week including a range of local business, printing and journalism and David Nieper.

**Procedural knowledge**

- Analysis of effects of language and structure.
- Identification of language and structural devices.
- Retrieval of appropriate textual detail.
- Writing fluently and coherently for a range of purposes and audiences.
- To begin to adapt writing, structure and style for different purposes and audiences.