

Year 8

	7 weeks Mon 4 <sup>th</sup> Sept – Fri 19 <sup>th</sup> Oct	13 weeks Mon 29 <sup>th</sup> Oct – Fri 25 <sup>th</sup> Jan	7 weeks Mon 28 <sup>th</sup> Jan – Fri 4 <sup>th</sup> May	5 weeks	7 weeks Mon 7 <sup>th</sup> May – Fri 20 <sup>th</sup> Jul
<b>READING</b>	<p><b>ROMEO AND JULIET</b></p> <p><i>Detailed study of Act 1</i> Focus on:</p> <ul style="list-style-type: none"> <li>Shakespeare's use of language, structure and form (Tragedy)</li> <li>Characterisation</li> <li>Themes</li> <li>Context – Significance of Shakespeare/ context of Romeo and Juliet</li> </ul>	<p><b>NOVEL</b></p> <ul style="list-style-type: none"> <li>Animal Farm SET 1/2</li> <li>Face SET 2</li> <li>Trash SET 4</li> <li>Book Thief SET 1/2</li> <li>Stone Cold 3/4</li> <li>A Monster Calls SET 2/3</li> <li>Z for Zachariah 2/3</li> <li>Or YEAR 9 texts if suitable</li> </ul>	<p><b>LANGUAGE AND POWER</b></p> <ul style="list-style-type: none"> <li>Malala speech</li> <li>Emma Watson speech</li> <li>Henry V – Crispin's day speech</li> <li>Obama's inaugural</li> </ul>	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>War Photographer (Carol Ann Duffy)</li> <li>War Photograph (Kate Daniels) OR Education for Leisure (Carol Ann Duffy)</li> </ul>	<p><b>DYSTOPIAN</b></p> <ul style="list-style-type: none"> <li>Divergent reading extracts</li> <li>1984 opening</li> <li>Maze runner</li> <li>The Hunger Games</li> </ul>
<b>Formative Focuses</b>	R1 – EXPLICIT R2 – IMPLICIT R5 – WRITERS' USE OF LANGUAGE R9– CONTEXT	R1 – EXPLICIT R2 – IMPLICIT INFORMATIONR5 – WRITERS' USE OF LANGUAGE R6 - STRUCTURE R10 - EVALUATE	R1 – EXPLICIT R2 – IMPLICIT R5 – WRITERS' USE OF LANGUAGE R3 - SYNTHESISE R4 - PURPOSES R8 -COMPARISON OF IDEAS AND PERSPECTIVES	R8 -COMPARISON OF IDEAS AND PERSPECTIVES R3 – SYNTHESISE R5 – WRITERS' USE OF LANGUAGE R1 – EXPLICIT R2 – IMPLICIT	R1 – EXPLICIT R2 – IMPLICIT R5 – WRITERS' USE OF LANGUAGE R7 - FORM R9 - CONTEXT
<b>Summative Assessments</b>		<b>Block A – 5/11/18</b> Reading - Romeo & Juliet Exam.	<b>Block B – 28/1/19</b> Reading – Fiction exam		<b>Block C – 17/6/19</b> Reading – Non-fiction exam – comparison of texts

	WRITING TO REVIEW 10 WEEKS	WRITING TO PERSUADE & ADVISE 10 WEEKS	WRITING TO ARGUE 9 WEEKS	WRITING TO IMAGINE/ WRITING TO ANALYSE 10 WEEKS
WRITING	<p><b>Formal report writing</b> – reading for pleasure in school</p> <p><b>Film review</b> – Review of Baz Luhrman’s ‘Romeo &amp; Juliet’</p>	<p><b>Lively article</b> <b>Media:</b> perceptions of young people</p> <p><b>Advice guide:</b> ‘Staying Safe Online’</p>	<p><b>Formal letter:</b> Write a formal letter to Head teacher about school improvement.</p> <p><b>Speech:</b> Room 101 speech. Write a speech to argue about an issue/person/pet hate you would put into Room 101.</p>	<p><b>Dystopian/post-apocalyptic short story</b></p> <p>Structure of a short story Conventions of genre Building tension Show don’t tell</p> <p><b>Commentary</b> – Analysis of Story Opening</p>
Formative Focuses	<p><b>REPORT</b> W2 - APPROPRIATE TO TASK, READER, PURPOSE W3 -STRUCTURE W10 – SPELLING</p> <p><b>REVIEW</b> W1 – IMAGINATIVE, INTERESTING TEXTS W6 - VOCABULARY</p>	<p><b>LIVELY ARTICLE</b> W7 – VARYING SENTENCES W8 – STYLISTIC FEATURES</p>	<p><b>FORMAL LETTER</b> W3:STRUCTURE : PARAGRAPHS W9:PUNCTUATION</p> <p><b>SPEECH</b> W2 –APROPRIATE TO TASK, READER, PURPOSE W8 – STYLISTIC FEATURES</p>	<p>DYSTOPIAN W1 – IMAGINATIVE/INTERSETING TEXTS W6 – VOCABULARY W8 - STYLISTIC FEATURES</p> <p><b>COMMENTARY</b> W2 - APPROPRIATE TO TASK, READER, PURPOSE W5 - COHESION</p>
Summative Assessments		<b>Block A – 6/11/17</b> Film Review	<b>Block B – 19/2/18</b> Lively Article	<b>Block C – 18/6/18</b> Formal letter
Grammar Programme	<p><b>Block A: How words work [8 weeks] - W9</b></p> <ul style="list-style-type: none"> <li>• Revision of previous year</li> <li>• Adverbs</li> <li>• Comparative/superlative adjectives</li> <li>• Nouns</li> <li>• Plural nouns</li> <li>• The genitive case (apostrophe)</li> <li>• Contraction</li> </ul>		<p><b>Block B: Clear sentences [10 weeks] - W7</b></p> <ul style="list-style-type: none"> <li>• Revision of previous year</li> <li>• Compound-complex sentences</li> <li>• Noun appositive phrases</li> <li>• Conjunctive adverbs</li> <li>• Semi-colons</li> </ul>	
<b>Extended English Project: After School Club to be run in the Spring Term</b>				

