

English Faculty Rationale

To encourage students to enhance their enjoyment and understanding of the English language by creating opportunities to inspire a genuine love of reading and writing and to enriching students' cultural capital by exploring texts from a range of contexts. To promote high standards of oral literacy in class discussion and to inspire students to become creative and critical thinkers.

Please also refer to the National Curriculum document for English

YEAR 8	Content	Skills	Rationale / Link to NC
Autumn Term Block A	<p>Creative writing</p> <p>Setting</p> <p>Dystopian Novel and Genre Study</p>	<p>Students will learn to:</p> <p>Write clearly, accurately and coherently.</p> <p>Control use of sentence structure.</p> <p>Select and craft vocabulary for effect.</p> <p>Use stylistic devices effectively.</p> <p>Create developed and convincing characters.</p> <p>Read fluently and with good understanding.</p> <p>Develop the habit of reading widely and often.</p> <p>Expand vocabulary and demonstrate an understanding of how this is used to shape meaning.</p> <p>Infer explicit and implicit meaning.</p> <p>Analyse language to support inferences.</p> <p>Consider how texts are structured and organised.</p>	<p>The learning programmes throughout Year 8 aim to consolidate and extend the skills developed by students in Year 7. By beginning the year with a focus on creative writing, students will apply and refine their ideas from Year 7 in order to continue with a writing programme that prioritises a cumulative development of skills.</p> <p>This year, setting will be introduced as an additional focus; consequently, students will have explored two fundamental elements of narrative writing (character and setting) by the end of Year 8. Students will respond to a range of extracts before creating their own settings to convey distinct atmospheres and moods. As in Year 7, students will be encouraged to make self-conscious decisions in the writing process and establish a habit of drafting and revision.</p> <p>Beginning the year with a writing focus also foregrounds the faculty's emphasis on VSPAG, including sentence construction; control of punctuation and crafting vocabulary choices. As in Year 7, this will be a sustained focus across all learning programmes with the vision to improve the quality of written literacy: a recurring area for development at Key Stage Four.</p> <p>The study of the novel, with a focus on genre, will continue the Key Stage Three agenda to expose students to a diverse range of literature from a range of historical periods, genres and forms with the goal of inspiring a love of reading. Students will extend their reading skills from Year 7, developing inference skills and analysis and evaluation of texts. This unit also gives students opportunity for the close exploration of genre to stimulate interest and engagement.</p> <p>Alongside this, students will apply their understanding of the dystopian genre in their own writing, aiming to emulate generic style and features convincingly and effectively.</p> <p>Extending the key skills covered in previous language units in Year 7, this unit will revisit purpose, audience and</p>

	<p>Language (reading and writing) Conflict Tone, viewpoint and attitude.</p>	<p>Students will learn to:</p> <p>Infer explicit and implicit meaning. Recognise the purpose, audience and form of a text. Understand how register, language and style can be adapted to suit different contexts and begin to demonstrate this in their own writing. Use standard English securely. Control use of sentences. Craft vocabulary to convey meaning.</p>	<p>form before introducing a focus on tone, viewpoint and attitude: elements of language that are a central concern at Key Stage Four. Students will investigate writers' linguistic and structural choices before adapting their own writing in order to communicate a variety of attitudes and perspectives. To this end, students will practise writing "in role" to give them opportunity to manipulate register and vocabulary. Finally, students will evaluate their own language choices and reflect critically on their impact.</p>
<p>Spring Term Block B</p>	<p>Modern Drama (<i>The Crucible</i>; <i>The Curious Incident of the Dog in the Night Time</i>; <i>Our Day Out</i>)</p> <p>Creative Writing: Narrative Voice</p>	<p>Students will learn to:</p> <p>Reading foci: Study a range of literary texts. Understand how social, historical and literary context can impact on meaning. Understand and apply relevant subject terminology (e.g. Dramatic terms). Explore language and structure to inform interpretations about plot, character and theme.</p> <p>Writing foci: Explore a range of narrative perspectives and evaluate their effect e.g. 1st person, omniscient etc. Experiment with using narrative voice to establish character and mood in writing.</p>	<p>Having explored a range of prose fiction, poetry and Shakespearean drama across Years 7 and 8, students will continue their exploration of a rich and diverse range of literary texts. Introducing students to a modern drama at this stage will prepare them for their subsequent study of <i>Blood Brothers</i> at GCSE. Students will familiarise themselves with dramatic conventions and analyse their impact on the audience. They will also extend the reading skills practised in the Autumn term in order to foster an analytical and inquisitive approach to literary texts.</p> <p>This unit aims to extend the Year 7 focus on characterisation, moving to consider how narrative voice can be used to develop character. Students will explore a range of voices and perspectives in order to evaluate their effectiveness for a range of purposes/styles. This will give students chance to experiment with narrative style and build a portfolio of ideas ahead of Key Stage Four. Following the settings unit earlier in the year, this scheme will also give students the chance to experiment with establishing a clear narrative voice in the exposition. Students may use the set drama text as a stimulus for a range of character driven tasks e.g. monologue in order to deepen their understanding of character both from a writing and reading perspective.</p>
<p>Summer</p>	<p>Language</p>	<p>Students will learn to:</p>	<p>The Key Stage Three curriculum seeks to enable sustained</p>

<p>Term Block C</p>	<p>(Reading and Writing) Environment Synthesis and comparison.</p> <p>Poetry – Nature (Linked to recreative writing)</p>	<p>Reading foci: Explore texts from a variety of contexts. Select and synthesise information from texts. Compare writers’ ideas and perspectives. Compare how writers’ attitudes are conveyed through an analysis of language features.</p> <p>Writing foci: Adapt language to suit purpose, audience and form. Construct clear, cohesive texts. Communicate developed arguments. Select vocabulary judiciously for effect. Use a range of punctuation accurately and for effect. Use a range of sentence types with accuracy.</p> <p>Reading foci: Explore poetry from a variety of cultures, poets and forms. Explore how writers convey attitudes and messages using language, form and structure. Identify and comment on a range of poetic techniques. Develop personal responses to a text. Use evidence judiciously to justify and explain interpretations.</p> <p>Writing foci: Continue to craft and select vocabulary for effect. Continue to construct sentences coherently and for effect. Apply knowledge of the narrative structure in</p>	<p>progress by giving students opportunity to revisit and practise previous skills. By returning to a focus on language skills, students will continue to decode purpose and audience and understand how to adapt language to suit varying contexts. However, this unit will progress to consider how writers develop structure and cohesion in order to advance a written argument. Students will be taught to implement this in their own writing, with emphasis being given to constructing developed paragraphs. Opportunities will also be given in this unit for students to develop confidence in speaking and listening activities as they engage with real life issues.</p> <p>Building on the reading skills developed in previous units, students will access poetry first and foremost by exploring how attitudes and values are communicated. Emphasis will be given to students developing the skills to articulate a personal response, moving then to justifying this through critical analyses of language, form and structure. This unit will also allow students to enrich their cultural capital by exploring poems from other cultures.</p> <p>In writing, students will have opportunities to use individual experiences, as well as those explored in poetry, as a stimulus for their own writing. Consolidating their ability to discern purpose, audience and form, students will transform poetic texts into alternative modes of writing. Following this, they will be encouraged to reflect critically on their choices in order to reinforce the practice of conscious crafting.</p> <p>Extending the key skills from previous language units in both Years 7 and 8, this unit aims to consolidate students’ analysis skills before introducing the more complex skills of synthesis and comparison in preparation for study in Year 9 and at Key Stage Four. Students will apply their understanding of purpose, audience and form in order to inform their comparative analysis of different texts, evaluating how these elements can impact on language and meaning.</p> <p>The writing strand of this unit will take a synoptic purpose. Students will consolidate the skills they have accumulated over the course of Years 7 and 8 and apply these in a variety of writing tasks, covering a range of purposes, audiences and forms. In addition, opportunity will be given for students to apply the skills of synthesis and comparison in non-fiction writing: e.g. Review writing. Higher ability students may also be challenged to use their comparison skills in order to construct texts for distinct purposes by recasting texts to express an</p>
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		<p>order to develop convincing narratives.</p>	<p>alternative viewpoint.</p> <p>Building on the approach to poetry in Year 7, this unit aims to deepen and enhance students' appreciation for and understanding of a range of poetic forms. Students will explore various elements of poetry including theme, form, structure and language.</p> <p>This unit will also allow students to enrich their cultural capital by exploring poems from other cultures. Students may begin to compare and contrast attitudes and ideas in different poems</p> <p>As per the writing focus in the previous language unit, this unit will consolidate the range of creative writing skills students have practised over Years 7 and 8. Students will use poetry as a stimulus for recreative writing, including the construction of developed narratives/sections of a narrative.</p> <p>Students will also partake in a process of self-reflection in order to reinforce the practice of conscious crafting.</p>
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