

English Language & Literature

English as a subject provides students with the most basic skills, they require to not only be successful in secondary education but also in life. We intend to build upon key literacy skills that are developed at Key Stage 2 and then develop further in preparation for their GCSEs, and beyond, to enable students to flourish and be confident within the subject. As the English department, we aim to instil a love of literature through reading for pleasure lessons as well as provide a firm grasp on written and spoken communication. Through a thematic based curriculum at Key Stage 3, that aims to equip students with the cumulative knowledge required to be successful in the GCSEs and beyond, we intend to provide a wealth of cultural capital and spiritual, moral, social and cultural development opportunities through the texts we deliver. This will not only develop the skills needed for exams but also mould our students into well-rounded, informed and tolerant members of society.

Year 8 English

Terms One and Two	
Content of study	<i>The Tempest</i> by William Shakespeare
What are the aims and objectives of this term?	Students will explore the play through the key theme of 'Colonialism.' By the end of the unit of study, students will have developed their skills of literature analysis, creative writing, writing for purpose and spoken language. Students will develop their knowledge of what colonialism means across a variety time periods, explore the ramifications of choices throughout our history, develop their understanding of the conventions of a play and practise their skills of analysis in preparation for their GCSE studies.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have studied other William Shakespeare plays at Key Stage 2 and <i>A Midsummer Night's Dream</i> in Year 7. The skills of decoding, comprehension, analysis and writing learned previously will be transferrable to this unit.
How will this term's content help with future learning?	The knowledge gained during this term will set the foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study <i>Romeo & Juliet</i> by William Shakespeare.
Resources	• 'The Tempest': An Introduction to the Play - YouTube • KS3 English Shakespeare Text Guide - The Tempest CGP Books • KS3 English Workbook (with answers) CGP Books • A copy of <i>The Tempest</i> (you can purchase your own or they will be provided for the lesson by the class teacher)

	A booklet will be provided by the class teacher
Term Three	
Content of study	Non-Fiction writing
What are the aims and objectives of this term?	During this term, students will be introduced to a series of Non-Fiction texts Focusing on 'Who We Are.' The extracts explore a range of diverse works. By the end of the unit students will have developed their inferential reading, analysis of both language and structural devices, critical evaluation and both creative and transactional writing.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required. Students will also have studied other modern texts in which they will be able to apply skills of decoding, comprehension, analysis and writing to this unit.
How will this term's content help with future learning?	The knowledge gained will be the final foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examinations.
Resources	- A booklet of non-fiction extracts will be provided by the class teacher Collins4Parents What are fiction and non-fiction? - BBC Bitesize

Term Four and Five

Content of study	Animal Farm by George Orwell
	Students will explore the novel through the key theme of 'Control and Corruption.' By the end of the unit of study, students will have developed their skills of literature analysis, creative writing, writing for purpose and spoken language. Students will develop their knowledge of the allegory format, learn about communism and explore ideas about corruption throughout history and modern-day contexts.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required.

	Students will also have studied other modern texts in which they will be able to apply skills of decoding, comprehension, analysis and writing to this unit.
How will this term's content help with future learning?	The knowledge gained during this term will set the foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study the modern play, <i>An Inspector Calls</i> by J.B. Priestley, and the AQA <i>Power & Conflict</i> poetry cluster.
Resources	• 'Animal Farm' Session 1: George Orwell - YouTube • Animal Farm includes Online Edition & Quizzes CGP Books • A copy of <i>Animal Farm</i> (you can purchase your own or they will be provided for the lesson by the class teacher) • A booklet of <i>Animal Farm</i> extracts will be provided by the class teacher.

Term 6

Content of study	Other Cultures Poetry.
	Students will explore a variety of poetry throughout the term that will enrich their knowledge and understanding. Students will consider how established writers use narrative, poetic and descriptive techniques to capture the interest of their readers. By the end of the unit, students will have developed their skills of reading for meaning, analysing language and structure and critically analysing texts. Students will be studying the following poems in relation to the unit: <i>'Search for my tongue'</i> by Sujata Bhatt. <i>'Not my business'</i> by Niyi Osundare. <i>'Presents from my aunts in Pakistan'</i> by Moniza Alvi. <i>'Hurricane hits England'</i> by Grace Nichols. <i>'Half Caste'</i> by John Agard. <i>'Love after Love'</i> by Derek Walcott.
How will this term's content help with future learning?	The knowledge gained during this unit will set the foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study the AQA <i>Power and Conflict</i> poetry cluster.
Resources	• Collins workbooks available to help build upon students' skills and understanding: https://collins.co.uk/

- CGP Workbook available to help students build all the important skills, including reading, writing, quoting and understanding poetry and fiction: [KS3: English is Easy - Reading \(FICTION, PLAYS and POETRY\): In-depth revision advice for all of the new KS3 curriculum: Amazon.co.uk: How2become, .: 9781911259015: Books](#)
- GCSE bitesize revision offers students appropriate techniques to aid their knowledge and understanding: [Writing and analysing poetry - GCSE English Literature Revision - AQA - BBC Bitesize](#)
- A booklet will be provided by the class teacher.

Links to the National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

- Reading a wide range of fiction and non-fiction, including (in particular) whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.
- Write accurately, fluently, effectively and at length for pleasure and information through:
- Writing for a wide range of purposes and audiences. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Paying attention to accurate grammar, punctuation and spelling. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.

Assessments

In terms one and two, students will complete two reading assessments and two writing assessments. All assessments will link to 'The Tempest' by William Shakespeare.

In term three, students will complete one reading assessment and one writing assessment. All assessments will link to 'Non-Fiction Writing'.

In terms four and five, students will complete two reading assessments and two writing assessments. All assessments will link to 'Animal Farm' by George Orwell.

In term 6, students will complete one reading assessment and one writing assessment. All assessments will link to 'Other Cultures Poetry'.

For literature, all assessment objectives will be assessed:

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.

- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

For language, all assessment objectives will be assessed:

- AO1:
 - identify and interpret explicit and implicit information and ideas
 - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.