

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Y8 Lit Her x2 | Sherlock Holmes Exposure to a different aspect of Victorian England. Preparing students for GCSE study of Jekyll and Hyde with some of the contextual information. | | The Tempest Ideas become more complex in comparison to year 7. Exposure to contextual aspects not yet studied but highly relevant to students. | | Conflict Poetry Moving to studying a key theme in preparation for GCSE. Moving beyond form. | Annie John – Jamaica Kincaid Exposure to a different context and viewpoint. |
| Language x1 | Non-Fiction Writing Opportunity for students to develop the fundamental ideas of narrative writing (basis formed at KS2) | Viewpoint writing Students build on the fundamentals from the previous unit and start to adapt their writing for different purposes. | Women in Literature Opportunity for students to be exposed to a range of extracts from writers they may not have been exposed to previously – develops understanding of how the appreciation of women has evolved over time. | | Creative writing Opportunity for students to develop the skill previously practiced in the previous year (basis formed at KS2) | |
| AR x1 | Read and Respond Build and develop reading skills for texts suitable for the specific ability of the groups. Lessons are adapted to meet the specific needs of these students. | | | | | |

| Year 8 Lit Heritage | | | | |
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| | Autumn | Spring | Summer 1 | Summer 2 |
| Unit title: | Sherlock Holmes | The Tempest | Conflict Poetry | Annie John – Jamaica Kincaid |
| Unit length: | 28 lessons | 24 lessons | 12 lessons | 14 lessons |
| Knowledge/ Skills: | Knowledge <ul style="list-style-type: none"> The contextual understanding of Victorian era and how it impacts the story (police, crime, greed, poverty) Contextual information about the author (origins, inspiration) The key characters, plot and ideas of the text and their role Skills <ul style="list-style-type: none"> How to respond to a text to show understanding (developing 'how') Exploration of quotations How to explore a text as a whole (making links across a text) | Knowledge <ul style="list-style-type: none"> The conventions of a comedy (recap) Contextual information about the author (changes in tone from Elizabethan to Jacobean periods and how this is reflected in work) The key characters, plot and ideas of the text and how these links together (relationships, multiple plots, revenge, supernatural) Skills <ul style="list-style-type: none"> How to structure a clear response (what, how, why) Exploration of quotations and their effect on the audience (multiple layers of analysis) How to explore a text as a whole | Knowledge <ul style="list-style-type: none"> The key idea of the poem The context of poems (various conflicts and how they influence the poem) Impact of the use of imagery (similes, metaphors, personification) Analytical responses (exploring language, structure and form) Skills <ul style="list-style-type: none"> How to develop a response to a poem (what) Exploring the effect of techniques (how) Exploration of quotations How to explore poets' intentions (why) | Knowledge <ul style="list-style-type: none"> The key characters, plot and ideas of the text Conventions of a memoir Contextual understanding of the time Analytical responses Skills <ul style="list-style-type: none"> How to structure and analytical argument Considering the effect on the audience Exploration of ideas |

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| End points covered: | A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i> | A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i> | A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Skills in literary criticism using a range of texts from different periods, styles and genres.</i> <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i> | A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. <i>Understanding of form, structure and language across contexts, cultures, writers and genres.</i> <i>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</i> |
| NC/Spec coverage: | <ul style="list-style-type: none"> - 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. - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Recognising a range of poetic conventions and understanding how these have been used - Studying setting, plot, and characterisation, and the effects of these - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - Making critical comparisons with texts | | | |
| Cross-curricular links: | History | Drama | History | Geography |
| Assessments: | Pre test – extract based response Mid test – extract based response End test – extract based response | Pre test – extract based response Mid test – extract based response End test – extract based response | Mid test – response to a poem End test – response to a poem | Mid test – extract based response End test – extract based response |
| <i>Other academy intent priorities</i> | | | | |
| Curriculum Careers - Gatsby 4 | Teacher, writer, editor, publisher | | | |
| Culturally rich – broadening horizons | Watch different versions of the stories – how do they reflect time periods. Contextual understanding <ul style="list-style-type: none"> - Victorian Britain - Crime - Police | Watch RSC recording of performance Contextual understanding <ul style="list-style-type: none"> - Colonialism - Discrimination - Differences from Elizabethan to Edwardian England | Watch recording of poets performing poetry Contextual understanding <ul style="list-style-type: none"> - War across time - Conflicts | Listen to audio book Contextual understanding of Jamaica |

| Year 8 Language Skills | | | | |
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| | Autumn 1 | Autumn 2 | Spring | Summer |
| Unit title: | Non Fiction Basics | Viewpoint Writing | Women in Literature | Creative Writing |

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| Unit length: | 6 lessons | 7 lessons | 12 lessons | 12 lessons |
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| Knowledge/ Skills: | <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Purpose, audience, format ▪ Rhetorical devices (AFFOREST) ▪ Syntactical devices (anaphora, contrast, listing) <p>Skills</p> <ul style="list-style-type: none"> ▪ Adapt language for purpose (level of formality, devices used, tone) ▪ Use language/structure for effect (rhetorical and structural devices) ▪ Express opinions clearly | <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Purpose, audience, format ▪ Rhetorical devices (AFFOREST) ▪ Syntactical devices (anaphora, contrast, listing) <p>Skills</p> <ul style="list-style-type: none"> ▪ Adapt language for purpose (level of formality, devices used, tone) ▪ Use language/structure for effect (rhetorical and structural devices) <p>Express opinions clearly</p> | <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Role of women in society (feminism, suffragette movement) ▪ Impact of specific words and phrases <p>Skills</p> <ul style="list-style-type: none"> ▪ Comparison ▪ Language analysis (what, how, why) ▪ Structural analysis (what, how, why) | <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Different story structures (Freytag's pyramid, chronological) ▪ Character development ▪ Imagery <p>Skills</p> <ul style="list-style-type: none"> ▪ Sentence variation for effect (simple, compound and complex) ▪ Varying language for effect (similes, metaphors, range of adjectives, verbs and adverbs). |
| End points covered: | <p>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> | <p>Understand the power of written and spoken language, to inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias</p> <p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> | <p>Skills in literary criticism using orange of texts from different periods, styles and genres.</p> <p>Understanding of form, structure and language across contexts, cultures, writers and genres.</p> | <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres</p> |
| NC/Spec coverage: | <ul style="list-style-type: none"> - Write for a wide range of purposes and audiences, including arguments, and personal and formal letters. - Summarise and organise material and supporting ideas and arguments with any necessary factual detail. - Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. - Draw on knowledge of literary and rhetorical devices from their | <ul style="list-style-type: none"> - Write for a wide range of purposes and audiences, including arguments, and personal and formal letters. - Summarise and organise material and supporting ideas and arguments with any necessary factual detail. - Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. - Draw on knowledge of literary and rhetorical devices from their | <ul style="list-style-type: none"> - Exploring a text, drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. - Read critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. | <ul style="list-style-type: none"> - Write accurately, fluently, effectively and at length for pleasure - Applying their growing knowledge of vocabulary, grammar and text structure to their writing - Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing |

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| | reading and listening to enhance the impact of their writing. - Consider how their writing reflects the audiences and purposes for which it was intended | reading and listening to enhance the impact of their writing. - Consider how their writing reflects the audiences and purposes for which it was intended | | |
| Assessments: | End test – extended writing | End test – extended writing | Mid Test – response to an extract End test – response to text | End test – extended writing |
| <i>Other academy intent priorities</i> | | | | |
| Curriculum Careers - Gatsby 4 | Media, journalism, teacher, researcher | | | |
| Culturally rich – broadening horizons | Reading extracts from a range of contexts | Reading extracts from a range of contexts | Exposure to feminism Reading texts from a range of contexts | |

| Accelerated Reader | |
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| Whole Year | |
| Unit title: | Accelerated Reader |
| Unit length: | 39 lessons |
| Knowledge/ Skills: | <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Understanding how characters are developed. ▪ Plot structures ▪ Wide range of vocabulary <p>Skills</p> <ul style="list-style-type: none"> ▪ Decoding vocabulary ▪ Locating information ▪ Reading between the lines |
| End points covered: | A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. |
| NC/Spec coverage: | <ul style="list-style-type: none"> - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. - studying a range of authors, including at least two authors in depth each year. |
| Cross-curricular links: | Basic literacy skills taught in all subjects. |
| Assessments: | NGRT tests T1 and T4 STAR testing Sept, Feb, May |