

Year 8 English
IMPLEMENTATION

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INTENT (including key concepts and skills)	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Context: Of Mice and Men	Context: Non-fiction writing	Context: Non-fiction reading	Context: Much Ado About Nothing	Context: Gothic	Context: Great Expectations
	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary: Context Sympathise	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary: Persuade Dissuade	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary: Summarise Analyse	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary: Interpret Context	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary: Genre Dystopia	Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:
	Prior Learning/ LTM: <i>Building from yr7 term 1 'Daydreamer' considering writer's language choices.</i>	Prior Learning/LTM: Building from yr7 term 2, analysing non-fiction writing.	Prior Learning/ LTM: Building from term 3 Year 7 Non-Fiction Writing for a variety of purposes and audiences	Prior Learning/LTM: Building from yr7 term 4 further analysing relationship structures and historical gender roles	Prior Learning/LTM: Term Year 7 term 1 An Introduction to Creative Writing	Prior Learning/LTM: Building from yr7 term 6 and yr8 term 1, critically analysing writer's language choices.
	Cultural Capital: Discussion of historical: Racism Ageism Sexism Prejudice Discrimination	Cultural Capital: Discussing current and historical world events and issues. Identity Environment Responsibility	Cultural Capital: Reading historical and current texts about the world. Journalism	Cultural Capital: Shakespeare Family Friendship Truth/Lies	Cultural Capital: Acquisition of tier 2 vocabulary Awareness of conventions of a range of genres and audiences	Cultural Capital: Charles Dickens Relationships Mental Health
	Links to NC: understand increasingly	Links to NC: - Apply growing knowledge of	Links to NC: - Reading a range of non-fiction - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support	Links to NC: -improvising, rehearsing and performing play scripts in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume,	Links to NC: - considering how their writing reflects the audiences and purposes for which it was intended	Links to NC: - Reading increasingly challenging material

	<p>challenging texts through:</p> <ul style="list-style-type: none"> -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 context of the writing and drawing on this knowledge to support comprehension 	<p>grammar, vocabulary and text structure to their writing</p> <ul style="list-style-type: none"> - Planning, drafting and proofreading - Pay attention to accurate spelling, punctuation and grammar 	<p>comprehension</p> <ul style="list-style-type: none"> - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 	<p>mood, silence, stillness and action to add impact</p> <ul style="list-style-type: none"> - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making inferences and referring to evidence in the text 	<ul style="list-style-type: none"> - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 	<ul style="list-style-type: none"> - studying setting, plot, and characterisation, and the effects of these - making inferences and referring to evidence in the text
IMPACT	<p>Assessment: AO1 AO2 (Lit)</p> <p>How is Slim presented?</p>	<p>Assessment:</p> <p>Write a leaflet to be distributed locally instructing/ advising people on why and how they can support a charity of your choice.</p>	<p>Assessment:</p> <p>How is language used to show skating on a frozen lake is dangerous? AO2</p> <p>AQA KS3</p> <p>Paper <i>McDonalds & Chimney Sweep</i> assessment Paper 2 Question 2 (modern and historical text)</p>	<p>Assessment: LIT AO1 And 2</p> <p>How is Beatrice & Benedick's relationship presented?</p>	<p>Assessment:</p> <p>Write the first two/ three opening paragraphs for a gothic horror narrative.</p> <p>AO5 and 6</p>	<p>Assessment:</p> <p>How far do you agree that Havisham is a frightening character? (AO4 Evaluative)</p>

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. NC = National curriculum. SAMS=Sample Assessment Material. LTM = Long term memory. SSUMS= Summer summative assessments, completed in term five.