**Wootton Park English Department**

**Year 8**

**The core aims of the Key Stage 3 English Curriculum are to encourage learners to:**

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
* introduce core skills which will prove fundamental for GCSE study and beyond

**All schemes of learning will introduce learners to the new GCSE specification requirements for English Language and English Literature. These are:**

* The study of a whole text by William Shakespeare
* The study of Pre-19th Century literature
* The study of unseen texts (both fiction and non-fiction)
* The study of a post-1914 prose or drama
* The study of Poetry across the ages
* The study of unseen non-fiction and media texts
* The study of unseen fiction texts
* Writing for genre, audience and purpose
* Written communication (Spelling, punctuation, grammar and register)

**Promoting Reading:**

All students will be expected to have their own reading book of suitable quality and age appropriateness **every lesson.** Students will read silently during the register, until the start of the planned lesson. Please refer to the ‘Reading for Meaning’ resources for questioning strategies.

**Promoting Writing:**

Once a fortnight, learners should engage in a self/peer assessed 200 word challenge. These should cover a range of writing skills, including creative, descriptive and discursive writing.

**Assessment:**

Each scheme of learning will conclude with a formal timed assessment focused on core reading or writing skills. The assessments and marking criteria will be modelled on GCSE frameworks and the school’s data entry policies. Formative assessment will take place continuously with either written or verbal feedback **at least** once every week. Dedicated DIRT time each week will allow for peer/self-assessment as well as live marking. **Please refer to department feedback templates.**

**GCSE Language & Literature Assessment Objectives**

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| **GCSE English Language** | **Skill Intersections** | **GCSE English Literature** |
| 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 as a whole.)  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. | **Reading & understanding**  **Interpreting explicit & implicit ideas**  **Select textual evidence to support interpretation**  **Developing informed personal responses**  **Developing critical style (applying contextual knowledge?)**  **Analysis of Language, Structure & Form**   1. **How are effects achieved?** 2. **How are meanings conveyed?**   **Comparing ideas and perspectives/Exploring relationships between texts**  **Synthesis**  **Evaluation**  **Literacy – use of vocabulary and grammar for clarity, purpose & effect** | 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. |

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| **Theme 1: Fantasy and Reality** | | **Theme 2: Adolescence and Change** | | **Theme 3: English Literary Heritage** | |
| **Autumn 1**  **September – October** | **Autumn 2**  **November – December** | **Spring 1**  **January - February** | **Spring 2**  **April - May** | **Summer 1**  **June - July** | **Summer 2**  **June-July** | |
| **A Midsummer Night’s Dream**  **Introduction to Shakespeare Developing Language Analysis** | **Black Fish – Discursive Writing**  **Introduction to discursive writing and exploring social issues** | **Children + Education**  **Introduction to 19th Century Fiction Extracts + Literary non-fiction** | **Face: The Play – Benjamin Zephaniah**  **English Literature Paper 2 Section A** | **War Poetry**  **Selection of War Poems from English Poets across time** | **The Hound of The Baskervilles**  **Novel Study** | |
| **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | |
| English Literature  Paper 1 Section A  AO1, 2, 3 & 4 | English Language Paper 2 Section A+B  AO1-6 | English Language Paper 1  Section A  AO1, 2, 3 & 4 | English Literature Paper 2 Section A  AO1-6 | English Literature Paper 2  Sections B  AO1-4 | English Literature Paper 1 Section A  AO5-6 | |
| **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | |
| * The context of Jacobean Society * Understanding Gender roles/patriarchy * Introduction and familiarisation with Shakespearean language * Linguistic and Structural terminology | * Subject Terminology * Types of Non-Fiction text * Role of audience and purpose * Higher level vocabulary * Structure of text for engagement * Different viewpoints on animal captivity/social issues | * Context of Victorian Britain and experience of children * Subject Terminology * Higher level vocabulary * Types of non-fiction text * Structure for analytical writing/responses | * Subject Terminology * Structure/Chronology * Format of a Play * Staging/Stage Directions * Moral issues presented through literature * Issues around adolescence/growing up/acceptance | * Poetic Devices * Poetic Form/Structure * Context of WWI + WWII * Role of propaganda * Themes of patriotism/power * Differing perspectives on war * Structure for analytical writing/responses | * Plot * Themes * Characters * Narrative Structure * Subject Terminology * Types of Genre | |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | |
| **Reading: Character study of Helena/Egeus**  **(extract based)** | **Writing: Discursive writing piece exploring animal captivity and Sea World.**  **Slow Write  (with prior planning)** | **English Language Paper 1 Section A**  **Extract Based Reading Response  Q1+2** | **English Literature Paper 1 Section A**  **Exploration of Themes in the Play**  **Slow Write Essay** | **English Literature Paper 2 Section B**  **How does Owen present the horrors of war in the poem Dulce Decorum Est?**  **Or**  **English Language Paper 1 Section B – Descriptive writing inspired by war experience.** | **Spoken Language Assessment**  **Presentation – critical response to character/theme** | |
| **Literacy Curriculum:** | **Literacy Focus:** | **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | |
| Priority placed on developing understanding of:   * Plot * Characters * Themes * Context | Priority placed on core writing skills:   * Writing for genre/audience/purpose * Structure and Organisation * Grammatical structures | Priority placed on core writing skills:   * Understanding * Comprehension * Interpretation * Analysis * Evaluation * Structure for writing analysis | Priority placed on core reading skills:   * Understanding * Comprehension * Interpretation * Analysis * Evaluation | Priority placed on skills of:   * Analysis * Interpretation * Evaluation * Context * Structure for writing analysis | Priority placed on developing understanding of:   * Vocabulary * Narrative Structure * Plot * Themes * Character * Presentation Skills | |
| Home Learning | Home Learning | Home Learning | Home Learning | Home Learning | Home Learning | |
| 1. Key Vocabulary Test Revision (See vocab booklet) 2. AMND Task Booklet | Key Vocabulary Test Revision (See vocab booklet)  Punctuation Practice/Quizzes | Key Vocabulary Test Revision (See vocab booklet)  Education + Change Project | Key Vocabulary Test Revision (See vocab booklet)  Presentation Project  “Growing up in the 2020s” | Key Vocabulary Test Revision (See vocab booklet)  Poet’s Context Booklet | Key Vocabulary Test Revision (See vocab booklet)  Spoken Word Presentation | |