



English

Key Stage 3 Framework for Learning

Year 8 2017-2018: Creative Foundations

Autumn 1

<p>Knowledge</p>	<p>The Novel This half term will primarily focus on developing students' reading skills through the study of a class novel. Pupils will develop their understanding of how to analyse characters and themes and build their reading stamina with a whole text.</p> <p>This will be useful practice for GCSE literature texts like Jekyll and Hyde and Lord of the Flies.</p> <p>The choice of novel will appropriately be differentiated based upon ability sets.</p>
<p>Skills</p>	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p>READING</p> <ul style="list-style-type: none"> *respond to explicit and implicit meanings in the novel *analysis of the ways in which writers use language, form and structure *select textual references to develop personal responses *understand how contexts shape texts <p>WRITING</p> <ul style="list-style-type: none"> *communicate effectively, sustaining the reader's interest *produce coherent, well-structured and purposeful texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately <p>COMMUNICATION</p> <p>*Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in Year 7. Students will be given opportunities to express their views on the novel, characters, themes, and way that the author has achieved different effects. Talk will play an important role in exploring interpretations, allowing students to justify the references they make to the novel, explaining their analysis of a writer's methods and the ability to use tone, expression and stylistic effects in their own writing. This will ensure that students understand and can apply them to their own work. Some drama techniques, such as hot seating characters, will be used as a way in to reading and writing about characters.</p>
<p>Assessment</p>	<p>Marking Point 1: PARAGRAPH Pupils will have read the opening part of the novel by this point. They will be asked: how is the opening used to interest the reader?</p> <p>Marking Point 2: ESSAY Sets 1-4: Evaluate the importance of one main character in the novel that you are studying. Refer to at least three different events in the novel.</p> <p>Sets 5-8: Choose your favourite character from the novel and argue why you think they have an important role. Use at least 2 quotations to support your argument.</p> <p>Sets 9-10: Recall information about your favorite character in the novel and explain why they are important. Use quotations to support your ideas.</p> <p>Sets 11-12: Which character do you think is the most important in the novel you are reading? Support your ideas with quotations from the novel.</p> <p>Marking Point 3: ESSAY Examine how the writer has used structure to interest the reader throughout the whole text.</p> <p>Structure could involve the use of a particular narrator, way the plot develops, how the focus shifts, way the story ends.</p>
<p>Cultural enrichment</p>	<p>Students will explore the cultural context of the novel studied and consider whether any of the themes are universal or still speak</p>



	<p>to students today.</p> <p>Given that classes study a different set text, suggested cultural questions will be included on the SOW.</p> <p>Where possible a cinema screening of a performed version will be used.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p>
Character	 <p>QofS – Optimism</p> <p>Optimism: Students will be encouraged to be positive at the start of the term about the upcoming year and be aware of how much they have progressed in Year 7. Students will feel a sense of accomplishment at reading a whole novel.</p>

Autumn 2

Knowledge	<p><u>'Then and Now' [Language Paper 2]</u></p> <p>This unit mirrors the reading and writing skills expected for Language Paper 2 at GCSE. Pupils will be exposed to a range of different extracts that have particular viewpoints on a subject. They will also be given the opportunity to voice their own views on different themes and topics that matter to them.</p> <p>Pupils will compare 19th, 20th and 21st century non-fiction. Each week will have a linked theme selected to engage and link to student's own experiences e.g. sport, school.</p> <p>Students and staff will be expected to provide contextual background to help students explore how the world has changed (especially from Victorian England) and how texts reflect these changes.</p>
Skills	<p>With this unit having a LANGUAGE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING</u></p> <ul style="list-style-type: none"> *Comprehend factual information about a text *extract relevant detail and summarise with accuracy and clear understanding *compare differences in writer's viewpoints •understand and make valid responses to explicit and implicit meanings and viewpoints •analyse relevant aspects of language •support their understanding and opinions with references to texts •make credible links and comparisons between texts <p><u>WRITING</u></p> <ul style="list-style-type: none"> *express clearly their own viewpoints *write appropriately for audience and purpose *accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in year 7. Students will be given opportunities to express their views on social and cultural topics and statements about people, society and the way that authors achieve different effects. Project based learning weeks will allow students to use their voice to present their ideas in the form of a speech. Students will analyse how other speakers use verbal and non-verbal methods to talk effectively.</p>
Assessment	<p><u>Marking Point 1:</u> PARAGRAPH</p> <p>Students will be asked to sum up the differences between the content of two texts linked by topic They will need to extract relevant details, use quotes to support their comprehension and infer into suggested meaning.</p> <p><u>Marking Point 2:</u> ESSAY</p> <p>Students will be given an opinion statement about a relatable topic and asked to write a discursive piece which expresses their</p>



	<p>views on the topic. This will DIRECTLY prepare them for the progress test they will sit two weeks after this assessment.</p> <p>Marking Point 3 PROGRESS TEST Pupils will be given an opinion statement about a relatable topic. They will need to write their views formally to a particular audience using a particular nonfiction text type.</p> <p>Marking Point 4: PARAGRAPH PEER ASSESSED Students will be given two non-fiction texts about the same topic but with different views. They will need to compare what the different views of the writers are and how they show these views. "Compare how both writers show their different attitudes towards..." You must use: -evidence from the text -comment on the writer's methods in expressing these views.</p>
Cultural enrichment	<p>The 19th, 20th and 21st century non fiction texts studied will enable students to explore how values and attitudes have changed. The discursive writing element will offer opportunity for students to explore how to craft their own viewpoints and opinions.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in school and national competitions.</p>
Character	<div data-bbox="443 891 517 972" data-label="Image"></div> <p>QoS – Empathy</p> <p>Empathy: Students are required to put themselves in the position of different people and groups of people from the last 200 years and to really imagine what it would be like to exist at that point in history. Students will need to respect the opinions of others even if they do not agree.</p>

Spring 1

Knowledge	<p>Shakespeare – Romeo and Juliet This unit will give students an opportunity to study a Shakespeare play before studying Macbeth for GCSE in Year 10. It will develop their resiliency at tackling challenging language and the reading strategies required to deal with unfamiliar words.</p> <p>Students will gain an understanding of the plot as a whole but will be more analytical when zooming in on character and theme based extracts.</p> <p>Students will engage with the characters and their relationships with each other, key events as well as considering the role of overarching themes and contextual factors. There will be continuous cross referencing to other parts of the play to emulate the AQA exam style.</p>
Skills	<p>With this unit having a LITERATURE PAPER 1 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p>READING *respond to explicit and implicit meanings in the play *analysis of the ways in which writers use language, form and structure *select textual references to develop personal responses *understand how contexts shape texts *link an extract to the whole text</p> <p>WRITING *express clearly their own viewpoints *write appropriately for audience and purpose *accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately</p>



	<p><u>COMMUNICATION</u> *Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in Year 7. Students will be given opportunities to express their views on characters, themes and the way that authors achieve different effects. Talk will play an important role in a peer critique of each other's work to support student's understanding of the success criteria. There will also be opportunities to share work out loud and read the play as a performance piece with students in role.</p>
Assessment	<p><u>Marking Point 1:</u> ESSAY How does Shakespeare present the theme of [insert theme] in the opening of the play?</p> <p><u>Marking Point 2:</u> ESSAY How far/to what extent do you think true love is presented by Shakespeare, starting with this extract? The extract will be a printed section of the play that relates to some form of love. Pupils will need to give their opinions on if they think there is evidence of true love in that part and link to what other parts they have studied that do/do not show true love.</p> <p><u>Marking Point 3</u> PARAGRAPH Starting with this extract, to what extent is this a [insert theme] play?</p>
Cultural enrichment	<p>Enrichment opportunities will involve students using performed versions to see how a theatre space works and the ways Shakespeare can be brought to life. English staff will be organising linked theatre visits (including a Shakespeare play).</p> <p>Students will use documentaries to explore and picture what Shakespearean England may have been like.</p> <p>Students will spend time thinking about how Romeo and Juliet has been adapted and embedded into popular cultural and where appropriate how a direction like Baz Luhrman has modernised the play for the 21st Century.</p> <p>Students will be encouraged to participate with The Portico Library Poetry Prize. The Portico Library works with children's authors to offer Creative Writing and Book Review Writing Workshops for School Students in Key Stages 2-5 which will give special insight and preparation for entering their competitions.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Creativity & Curiosity</p> <p><u>Curiosity:</u> Use of questioning: what was Shakespeare inspired by? Use of foreshadowing: what will happen to Romeo. Treating it like a modern day soap opera will create interest and excitement.</p> <p><u>Creativity:</u> Students will be expected to think critically about characters, their motivations and actions. There will be opportunities for creative writing from different viewpoints. Pupils will also have the chance to act out parts of the play.</p>

Spring 2

Knowledge	<p><u>Shakespeare and Modern Drama</u> Students will finish studying and revising the Shakespeare text from Spring 1 for the first 2 weeks. Students will embed skills of referring widely across a text in preparation for an exam style progress test.</p> <p>From week 3 students will study a modern play script. Sets 1-3= Journey's End by R.C. Sherriff Sets 4-11= An Inspector Calls by J.B. Priestley The shorter length of the plays selected will again allow pupils to experience reading a whole text.</p> <p>The modern drama unit mirrors Literature Paper 1 Section A. Pupils will develop their ability to analyse key extracts as well as linking across a whole text.</p> <p>The nature of a play will allow pupils to explore structure in much more depth and well as recognizing the way characters speak create certain impressions.</p> <p>A more challenging play (Journey's End) has been selected to stretch and challenge the top 3 sets.</p>
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Skills	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING</u></p> <ul style="list-style-type: none"> *respond to explicit and implicit meanings in the play *analysis of the ways in which writers use language, form and structure *select textual references to develop personal responses *understand how contexts shape texts *link an extract to the whole text <p><u>WRITING</u></p> <ul style="list-style-type: none"> *express clearly their own viewpoints *write appropriately for audience and purpose *accurately use the conventions of different text types *communicate effectively, sustaining the reader’s interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in Year 7. Students will be given opportunities to express their views on characters, themes and the way that authors achieve different effects. Talk will play an important role in a peer critique of each other’s work to support student’s understanding of the success criteria. There will also be opportunities to share work out loud and read the play as a performance piece with students in role.</p>
Assessment	<p><u>Marking Point 1:</u> <u>PROGRESS TEST</u></p> <p>The question will focus on either a character or theme and will be based on a section of the text that has been covered in class. The style of the question will mirror what can be expected in the Literature exam – students will receive a choice of two questions (one character based, and one theme based) and be asked to choose and respond to ONE. An example of the type of questions is:</p> <p>Do you think Tybalt is an important character in Romeo and Juliet?</p> <p><u>Write about:</u></p> <ul style="list-style-type: none"> *How Shakespeare presents the character of Tybalt in this speech. *How Shakespeare presents Tybalt in the play as a whole. <p><u>Marking Point 2:</u> <u>PARAGRAPH</u></p> <p>Journey’s End- How does Sheriff present [insert character] at the start of the play?</p> <p>Inspector Calls- How does Priestley present the character [insert character] at the start of the play?</p>
Cultural enrichment	<p>The plays studied will allow pupils to explore ideas of class and family, reflecting on their own values as a basis for analysing the values of characters and authors.</p> <p>Pupils will have the chance to attend a drama performance to explore stagecraft. Links will be made with the Contact Theatre who work with schools on engagement in drama projects.</p>
Character	<div data-bbox="384 1601 576 1686" data-label="Image"></div> <p>QoS – Responsibility & Reflection</p> <p><u>Reflection:</u></p> <p>Students will need to reflect on how the text is so heavily informed by the context of the time. They will have a chance to reflect on if their own values match those of the author and how our society approaches war, conflict, class and social responsibility today. As they started the first topic last half term a lot of reflection will be needed on referring to prior learning.</p> <p><u>Responsibility:</u></p> <p>Exercise books should be presentable with detailed notes for revision purposes. Students will be responsible to complete progress checks to reflect on their own progress. Students will be trusted with a copy of the play script to look after.</p>



Summer 1	
Knowledge	<p><u>Modern Drama and Anthology Poetry</u> Students will spend the first 4 weeks finishing off their study of a modern drama.</p> <p>Students will then spend the final 2 weeks starting to study a selection of linked love and relationship poems similar to the anthology Section B of Literature Paper 2. Some of the poems studied are GCSE set poems so that students will have exposure to them throughout their school journey. This will support Year 11 time and develop longer term memory skills.</p> <p>Students will be expected to have a thorough knowledge of all the poems studied and be able to compare and contrast the ideas and methods of poets.</p> <p>The poems will be from a range of different time periods and cultures to provide diversity in the curriculum.</p>
Skills	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING</u></p> <ul style="list-style-type: none"> *respond to explicit and implicit meanings in the poems *analysis of the ways in which writers use language, form and structure *select textual references to develop personal responses *understand how contexts shape texts *compare the attitudes and methods of different poets *thematically group poems <p><u>WRITING</u></p> <ul style="list-style-type: none"> *express clearly their own viewpoints *write appropriately for audience and purpose *accurately use the conventions of different text types *communicate effectively, sustaining the reader's interest *produce coherent, well-structured texts *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in Year 7. Students will be given opportunities to express their views on the issues in the poems, themes and the way that authors achieve different effects. Pupils will be able to craft and perform their own poetry. They will explore the ways performance poets use pace, pitch, tone and rhythm for effect.</p>
Assessment	<p><u>Marking Point 1:</u> PARAGRAPH Journey's End- How does Sheriff present [insert theme]?</p> <p>Inspector Calls- How does Priestley present [insert theme].</p> <p><u>Marking Point 2:</u> ESSAY Journey's End- Write the opening to a letter home from the viewpoint of Stanhope. Inspector Calls- "No one is responsible for Eva Smith's death". Write a speech arguing your point of view.</p> <p><u>Marking Point 3:</u> ESSAY Compare how poets present [a theme] in [two named poems]. At this point students will only have studied a few poems. Their teacher will model how to compare the poems using one theme and ask pupils to apply this to a different theme.</p>
Cultural enrichment	<p>Enrichment opportunities for this will come from students being give the chance to study/ read poetry from different cultures. Students will be able to research how poets are informed by their experiences and cultures.</p> <p>Pupils will also have a chance to create and perform their own poetry and use their voice to express issues that matter to them. Pupils may wish to entry a poetry competition and have the chance of becoming a published poet.</p>



<p>Character</p>	<div style="text-align: center;">  </div> <p>QofS – Practice & Resiliency</p> <p>Practice: Students, throughout all weeks, should be reminded of the importance of practice when improving skills. Students will be required to complete progress checks of the work they have completed to ensure that they are aware of how to improve and how to embed new learning. They will sit a practice comparison question in preparation for next half term.</p> <p>Resiliency: Students should be encouraged to be resilient when encountering language that they are not used to, as well as exploring ways to read around words they are unsure of. Poems will not be understood as soon as they are read, they take several readings and sometimes a staged, revisited approach.</p>
<h2>Summer 2</h2>	
<p>Knowledge</p>	<p><u>Anthology Poetry and Summative Unit</u> Students will spend the first 3 weeks finishing off their study of the Summer 1 poetry anthology in preparation for their final progress test.</p> <p>Weeks 4-7 will revisit previous units a week at a time. The reading materials for each week will be extracts from across the fiction and non-fiction they have already studied.</p> <p>Each week will look at a previously studied topic but develop a different reading skill required for Language Paper 1.</p> <p>E.g. pupils might revisit Romeo and Juliet but this time focus purely on evaluating (Q4) the characters and themes.</p>
<p>Skills</p>	<p>With this unit having a LANGUAGE PAPER 1 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING</u></p> <ul style="list-style-type: none"> *Extract factual information about a topic •understand and make valid responses to explicit and implicit meaning •analyse relevant aspects of language and structure •support their understanding and opinions with references to texts •evaluating and supporting interpretations of a text <p><u>WRITING</u></p> <ul style="list-style-type: none"> *use language descriptively to respond to visual stimuli *write appropriately for purpose *communicate effectively, sustaining the reader’s interest *produce coherent, well-structured narratives *use different sentence types and structures *use vocabulary and linguistic devices appropriate for purpose and effect *spell, punctuate and use grammar accurately <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure pupils build upon the oracy strategies embedded in Year 7. Students will be given opportunities to express their views on the issues in the poems, themes and the way that authors achieve different effects. Talk will play an important role in discussions that focus on reflection and progress over time. Students will be able to voice their views on their journey this year and feedback on their curriculum. An oracy project in the final few weeks will promote team discussion and collaboration.</p>
<p>Assessment</p>	<p><u>Marking Point 1:</u> ESSAY Students will have the opportunity to write a response to the anthology poetry which will directly prepare them for the progress test they will sit. The students will have to compare how poets use language for effect.</p> <p><u>Marking Point 2:</u> PROGRESS TEST Compare how poets present [a theme] in [two named poems]</p> <p>Pupils will have studied the whole anthology of poems by this point and grouped them in different ways. Their test will name and print two of these poems already studied and ask pupils to analyse how one theme is the same and different in them.</p>



	<p>Pupils are encouraged to compare the poet's attitudes and methods.</p> <p>Marking Point 3: POP TEST Students will sit an assessment which is set and assessed by an external organization. This data will be used to track the progress of students since they sat their last one which was at the end of Year 7.</p>
Cultural enrichment	<p>Enrichment opportunities will be reflected in the department with a final half term drive on participating in either the Book Club or the Debating Club. Both of these aim to emulate the skills practiced in class and further their awareness of literature and topics in the wider world.</p> <p>Texts chosen in the latter weeks will use some enagaging teen fiction to foster a love of literature and suggested reading for outside the classroom.</p> <p>The Manchetser Art gallery offer a creative writing day using their pieces to open up creativity and ways into images.</p>
Character	<div data-bbox="450 712 528 792" data-label="Image"></div> <p>QoS – Motivation</p> <p>Motivation: Students need to be mindful of the fact that despite it being the end of the year, the summative unit requires attention to spot any knowledge gaps. Revision sessions and secrets of success will be promoted for the end of year test. Pupils will be expected to take an anthology home and preapre revision outside of lessons.</p>