

English

Overview of the year: The main aim is to continue to promote high standards of language and literacy by embedding the confidence of the spoken and written language. You will carry on to develop your fiction and non-fiction reading skills, and your repertoire of writing styles: creative, persuasive and evaluative. You will also have literacy focused lessons every fortnight which build upon your Year 7 literacy skills work. These key skills are taught alongside our reading and writing topic areas.			Ways to consolidate and extend your learning in English: Reading fiction and non-fiction is a great way to understand texts from different perspectives. This will enhance the cultural capital of our students. Reading lessons will help you enhance your understanding of narratives and develop a passion for reading. Writing creatively will develop key practical skills in writing and communication. This will enable you to develop comprehensive hard skills for life.	
Half Term	Unit title	Knowledge	Skills	Assessment examples
1	Creative Fictional Writing	Descriptive writing: <ul style="list-style-type: none"> Writing creatively and imaginatively using texts and images as a stimuli (setting/atmosphere; character, turning point etc.) Fictional extracts will be used, with a focus on structure and evaluation. 	Use of descriptive writing techniques and vocabulary. Structural and evaluative skills to be applied to a range of texts.	To write a description or a descriptive opening of a story: <i>Write a description as suggested by the picture <u>Or</u> Write a story about an important memory.</i>
2	Face, The Play.	Exploring how language and structure is used for effect within the play, with a focus on: <ul style="list-style-type: none"> Social Context Setting Character and character development 	Reading and writing tasks to explore language/ structure and character thoughts and feelings. Understanding the conventions/purpose of a play.	Essay question based on character or a theme: <i>How does Zephaniah explore the theme of prejudice in the play?</i>
3	Romeo and Juliet (Shakespeare play)	Exploring how language and structure is used for effect within a text with focus on: <ul style="list-style-type: none"> Social Context: Elizabethan era/Gender The development of characters Central themes 	Reading and writing tasks to explore language/ structure used by play writer. Understanding the conventions/purpose of a play and relevance of the themes	Speaking and Listening Assessment on character or theme: <i>Explore how Shakespeare presents love in the play.</i>
4	The Adventures of the Speckled Band (19 th Century novel)	Exploring how language and structure is used for effect within a text with focus on: <ul style="list-style-type: none"> Social Context Development of characters Central themes 	Conventions of detective and gothic genre Structural/plot Character analysis/ Compare and contrast characters	Question based on how a theme or character is presented: <i>Comparing and contrasting a character from the novel to a character from another novel</i>
5	Non Fiction texts, Writers' viewpoints and perspectives	Making thoughtful links between texts and the writers' intentions <ul style="list-style-type: none"> Exploring texts to: persuade/explain/argue 	Persuasive/MADFORREST techniques. Writing a summary and comparative skills	To write a description or a descriptive opening of a story <i>"People become too attached to their pets. Animals are here to be useful, not to be spoilt."</i> <i>Write the text to appear on a website about the treatment of animals in which you explain your point of view on this statement.</i>
6	Poetry: Relationships	Exploring poets use language and structure for effect when writing about different relationships and how these create a meaningful or even a destructive impact in people's lives	Analysing language and structure in different poems Understanding context and reasons for poets to express their feelings in particular ways	Student respond to a question based on a poem they have studied: <i>How does Forster present strong feelings in Brothers?</i>