

English PoS: Year 8 HT1 - READING Focus - Drama

Students will colour code as they work through the scheme of work.

Students will study a modern play. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
<p>Assessment</p> <p>Students will focus on individual characters in the play and analyse how they are presented to the reader and audience.</p>		

English PoS: Year 8 HT2 - WRITING Focus – Narrative Writing

Students will colour code as they work through the scheme of work.

<p>Students will explore the Gothic Genre. They will focus on: using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques.</p> <p>Use paragraphs and some connectives in a limited range of styles.</p> <p>Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem.</p> <p>Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task.</p> <p>Write sentences of different lengths which make sense. Sentences can be repetitive.</p> <p>Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions.</p> <p>Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.</p>	<p>Students will:</p> <p>Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing.</p> <p>Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers.</p> <p>Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc.</p> <p>Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect.</p> <p>Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words.</p> <p>Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.</p>	<p>Students will</p> <p>Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register.</p> <p>Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles.</p> <p>Use a sophisticated range of vocabulary with precision and imagination.</p> <p>Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose.</p> <p>Write with lawless spelling accuracy including ambitious vocabulary.</p> <p>Accurately and creatively use the widest range of punctuation for effect.</p>
<p>Assessment</p> <p>Students will apply their understanding of Gothic genre to write the opening to a gothic novel/short story.</p>		

English PoS: Year 8 HT3 – READING Focus –Poetry

Students will colour code as they work through the scheme of work.

Students will explore the poetry of Chaucer, looking at The Canterbury Tales. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's Methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
<p>Assessment</p> <p>During this half term there will be a formal examination, testing students' Reading and Writing Skills. These skills are taught during all previous, and this, unit. Revision should involve focusing on the skills, as the texts and tasks will be new in the exam.</p> <p>Students will complete an essay comparing two poems in detail. They will be asked to focus on the writer's techniques and what the effect of these techniques is upon the reader.</p>		

English PoS: Year 8 HT4 – SPOKEN LANGUAGE Focus

Students will colour code as they work through the scheme of work.

<p>Students will explore the importance of spoken language. They will develop knowledge and understanding of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. They will discuss reading, writing and spoken language to develop a precise and confident use of linguistic and literary terminology</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>be audible,</p> <p>use Spoken Standard English</p> <p>be intelligible,</p> <p>generally use language appropriate to the formal setting of the presentation.</p> <p>In addition to the general criteria a student must meet all of the following criteria:</p> <p>expresses straightforward ideas / information / feelings,</p> <p>makes an attempt to organise and structure his or her presentation,</p> <p>makes an attempt to meet the needs of the audience, and</p> <p>listens to questions / feedback and provides an appropriate response in a straight forward manner.</p>	<p>Students will:</p> <p>All students must:</p> <p>be audible,</p> <p>use Spoken Standard English</p> <p>be intelligible,</p> <p>generally use language appropriate to the formal setting of the presentation.</p> <p>In addition to the general criteria, a student must meet all of the following criteria:</p> <p>expresses challenging ideas / information / feelings using a range of vocabulary,</p> <p>organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,</p> <p>achieves the purpose of his or her presentation, and</p> <p>listens to questions / feedback responding formally and in some detail.</p>	<p>Students will</p> <p>be audible,</p> <p>use Spoken Standard English</p> <p>be intelligible,</p> <p>generally use language appropriate to the formal setting of the presentation.</p> <p>In addition to the general criteria, a student must meet all of the following criteria:</p> <p>expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary,</p> <p>organises and structures his or her presentation using an effective range of strategies to engage the audience,</p> <p>achieves the purpose of his or her presentation, and</p> <p>listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.</p>
<p>Assessment</p> <p>Students will give a formal presentation on their area of work and research.</p>		

English PoS: Year 8 HT5 – READING Focus –19th Century Fiction and Non Fiction

Students will colour code as they work through the scheme of work.

Students will study pre 20th Century fiction and non-fiction texts. They will improve their skills of interpreting explicit and implicit information (AO1), analyse how writers use language and structure for effect (AO2) and start to compare writers' ideas (AO3).		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some interpretation from the text:</p> <p>Attempt some inference(s) from the text</p> <p>Select some appropriate references/textual detail from the texts</p> <p>Attempt to comment on the effect of language</p> <p>Make some use of subject terminology, more usually appropriate</p> <p>Make some evaluative comment on effect on the reader</p> <p>Show some understanding of obvious writer's methods</p> <p>Make some response to the focus of the statement</p>	<p>Students will:</p> <p>Select a range of references/ textual detail relevant to the focus of the question</p> <p>Explain clearly the effects of a range of the writer's choices of language</p> <p>Select a wide range of relevant textual detail</p> <p>Make clear and accurate use of a variety of appropriate subject terminology</p> <p>Evaluate clearly the effects on the reader</p> <p>Show clear and developed understanding of writer's methods</p> <p>Select a range of relevant textual references</p> <p>Make a clear and developed response to the focus of the statement</p>	<p>Students will</p> <p>Makes judicious references/ use of textual detail relevant to the focus of the question</p> <p>Make perceptive inferences</p> <p>Perceptive analysis of the effects of the writer's choices of language</p> <p>Make sophisticated and accurate use of subject terminology to support perceptive arguments</p> <p>Evaluate critically and in detail the effect(s) on the reader</p> <p>Show perceptive understanding of writer's methods</p> <p>Develop a convincing and critical response to the focus of the statement</p>
Assessment		
Students will complete a comparison of two short stories.		

English PoS: Year 8 HT6 – WRITING Focus –Non Fiction

Students will colour code as they work through the scheme of work.

<p>Students will explore the genre of travel writing. They will focus on: using forms and selecting vocabulary appropriate to task and purpose; organising information and ideas into structured and sequenced sentences, paragraphs and whole texts; using a variety of linguistic and structural features to support cohesion and overall coherence (AO5). They will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO6)</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:</p> <p>Show some ability to write clearly and to match writing styles to purpose and audience. Use some basic language techniques.</p> <p>Use paragraphs and some connectives in a limited range of styles.</p> <p>Link ideas but paragraphing can be erratic. Verb/tense agreement may be a problem.</p> <p>Mainly rely on familiar vocabulary but sometimes use more interesting words suited to the purpose of the task.</p> <p>Write sentences of different lengths which make sense. Sentences can be repetitive.</p> <p>Spell basic words but struggle with more complex words. Frequent errors in homophones and contractions.</p> <p>Use sentence demarcation but often have run on sentences which are not punctuated. Question marks often missing.</p>	<p>Students will:</p> <p>Sustain consistent, interesting writing, matching purpose to audience, sustaining register and tone. Employ characteristics of different types of writing.</p> <p>Writing coherently and in well-structured in different styles. Use a greater variety of discourse markers.</p> <p>Effectively use a varied vocabulary appropriate to the purposes of a task eg to persuade, inform, describe, argue, explain etc.</p> <p>Effectively use a varied range of sentences: simple, compound and complex. Can use sentence length and type for effect.</p> <p>Spell high frequency words accurately and can self-correct when drafting. Rare lapses in homophones, contradictions and in more complex words.</p> <p>Write accurately and use a full range of sentence punctuation with only occasional errors. Can self-correct many errors.</p>	<p>Students will</p> <p>Write with confidence in a variety of different styles with an accomplished crafting for purpose and audience and sustained control of register.</p> <p>Confidently use structural/ cohesive devices effectively to produce fluent, highly competent texts using a range of discourse markers and in a variety of styles.</p> <p>Use a sophisticated range of vocabulary with precision and imagination.</p> <p>Produce coherent, fluent texts confidently using a variety of sentence types for effect and varied purpose.</p> <p>Write with lawless spelling accuracy including ambitious vocabulary.</p> <p>Accurately and creatively use the widest range of punctuation for effect.</p>
<p>Assessment Students will work to create elements of a holiday brochure as well as letters of complaint about poor holiday experiences.</p>		