

Alcester Academy Curriculum Planning: Key Stage 3

Department: <i>English</i>					Year Group: <i>Year 8</i>	
Term	Topic/ Subject	Assessment Objectives and Knowledge (include differentiation)	Skills (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	Writing to argue Public speaking	Paper two Language Language AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts Language AO2: -Explain, comment on and analyse how writers use language and non-verbal features to achieve effects and influence audience Language AO3: Compare writer's ideas and perspectives, as well as how these are conveyed, across two or more texts Language AO4- Evaluate speeches critically and support this with appropriate textual and non-verbal reference. Language AO5: -Communicate clearly, effectively and imaginatively,	Understanding and application of language and non-verbal features for effect Creating engaging texts Development of exploring language and application of meta language. Developing comparative skills Speak confidently and effectively, using Standard English confidently in a range of formal contexts. Giving short speeches and presentations, expressing their own ideas and keeping to the point	Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy: planning and structuring pieces. Wider reading: http://www.renlearn.co.uk/accelerate-d-reader/atos Non fiction articles 10-20 mins per lesson ATOS levels between 11.6 and 13.8 Helen Keller – R/A 13.8 Walliams – 13.3 Living dolls – 13.8 Watercress Girl – 11.7 Pokemon Go – 13.3 Fortnite – 15.3 We don't need phones – 13.4 Smart Phones – 11.6	Cultures, experiences	Spoken language: speaking and listening within class and year group Reading: Comparing similarities or difference between two texts. Writing: Nonfiction writing task

		<p>selecting and adapting tone, style and register for different forms, purpose and audiences.</p> <p>-Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Language A06:</p> <p>-Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i></p>		<p>Living with depression – 11.8</p> <p>Fortnite (2) – 14.3</p> <p>Vocabulary extension work</p> <p>Tier 2 focus words</p>		
Autumn 2	Victorian Literature – AQA resources	<p>Language/Literature AO2:</p> <p>-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.</p> <p>Literature AO1: Read, understand and respond to texts by: Maintaining a critical style and develop an informed personal response. Use of textual references to support.</p> <p>Literature AO3: Show understanding of the relationship between texts and the contexts in which they were written.</p>	<p>Development of exploring language and application of meta language.</p> <p>The 'context bubble.'</p> <p>Embedded/relevant details or quotations as effective support for effective interpretation.</p>	<p>Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language.</p> <p>Numeracy: planning and structuring pieces.</p> <p>Wider reading:</p> <p>http://www.renlearn.co.uk/accelerated-reader/atos</p> <p>Fiction extracts</p> <p>19th & 20th century</p> <p>Non Fiction articles</p> <p>The Guardian</p> <p>The Day</p> <p>The Times</p>	Cultures, experiences, discussion of historical experiences	<p>KS3 resources</p> <p>Literature: Using the extract, comment on how the writer uses language for effect/accesses themes</p> <p>Language: Paper two – partial paper, focusing on question 1,2,3 & 5</p>

		Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)		Historical & cultural documents: sections of the marriage ceremony; pamphlets Vocabulary extension work – tier 2 language		
Spring 1	Shakespeare by extract	Literature paper one Literature AO1 Literature AO2 Literature AO3 <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	<p>Reading and understanding increasingly challenging material.</p> <p>Development of exploring language and application of meta language.</p> <p>The ‘context bubble.’</p> <p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p> <p>Embedded/relevant details or quotations as effective support for effective interpretation.</p>	<p>Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language.</p> <p>Numeracy: planning and structuring pieces.</p> <p>Wider reading: Extracts from four plays - tragedy, comedy, history,</p> <p>Reading activities: historical and socio-economical context Biographical extracts</p> <p>Vocabulary extension work – tier 2 vocab</p>	Cultures, experiences, discussion of historical experiences	<p>Mini assessment points for each extract:</p> <p>“Starting with this extract, comment on how Shakespeare...”</p>
Spring 2	Exploration of fiction and Non-fiction	Language paper one and two Language AO1-6 <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	<p>Development of exploring language and structure and application of meta-language and evaluation skills.</p> <p>Embedded/relevant details or quotations as effective support for effective interpretation.</p> <p>Creating engaging, creative texts with technical accuracy</p>	<p>Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language.</p> <p>Numeracy: planning and structuring pieces</p> <p>Wider reading: Reading extracts from past papers Non fiction – 19th and 20th century articles</p>	Exploration of feelings and emotions, stressful events ; cultural experiences	<p>Examples of full or partial exam questions</p> <p>Choose packs that are suitable for your set</p> <p>Include reading and writing tasks for assessment</p>

			Understanding how to write for a wide range of audiences and purposes.	Creative writing extracts The Boy in the Striped Pyjamas Pick your Poison Propping up the Line		
				Vocabulary extension work – tier 2 vocab		
Summer 1	Poetry of the Romantics	Literature paper two Literature AO1 Language/Literature AO2 Literature AO3 <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Identifying and exploring the impact of a range poetic devices, including language, structure and form. Understanding a poet's intention. Developing connections to the context of poetry to enhance analysis. Ability to compare two texts	Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy: Structural/pattern analysis of poetry Wider reading: Historical articles with relevant contextual information concerning this genre of poetry Author biographical extracts Selection of poems Vocabulary extension work – tier 2 vocab	Exploration of feelings, emotions, stressful events. And historical context	Analyse the way that the poet uses poetic device for effect OR Compare the presentation of a theme within two studied poems
Summer 2	Novel/play study? CI?	Literature AO1 Literature AO2 Literature AO3 <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Contextual and structural knowledge of a text. Identifying and exploring the impact of a writer's use of language and structural devices.	Literacy: Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy: Structural/pattern analysis of the text Wider reading: Vocabulary extension work – tier 2 vocab http://www.renlearn.co.uk/accelerated-reader/atos	Exploration of feelings and emotions, stressful events. Exploration of historical context	Writing: Creative writing task – image prompt Or descriptive sentence starter - Reading : Analytical passage

				<div>Reading of complete texts</div> <div>Reading of extracts & chapters</div> <div>Reading aloud</div> <div>Reading silently</div> <div>Group reading</div> <div></div> <div>Vocabulary extension work – tier 2 vocab</div>		
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