



## English

### Key Stage 3 Framework for Learning

#### Year 8 2016-2017: Creative Foundations

## Autumn 1

<b>Knowledge</b>	<p><b>Novel</b> One of these texts will be studied by students: Dracula, To Kill A Mockingbird, The Boy In The Striped Pyjamas, Parvana’s Journey and Ghost Stadium.</p>
<b>Skills</b>	<p>Students will develop their reading, writing and communication skills over the course of this unit; in particular, their ability to:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</li> <li>• Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Show an awareness of the writer’s methods</li> <li>• Embed subject terminology confidently when analysing and writing responses</li> <li>• Plan essays successfully to ensure that they are thoughtful and developed</li> <li>• Structure a coherent and sophisticated essay that relies on development</li> <li>• Analyse the use of language and its impact on the reader</li> <li>• Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>• Embed a range of references to support their ideas</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students’ reading and writing skills. This will not be exam style assessments, rather pieces of ‘best work’ that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> Analyse an extract from the novel. How is a specific character presented?  <b>Progress Check 2:</b> How does the writer develop setting?  <b>Progress Check 3:</b> Write a creative writing piece based on the story read.</p>
<b>Reward &amp; enrichment</b>	<p>Enrichment opportunities will extend students’ awareness of how literature is used in society.</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> <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 competitions.</p>
<b>Character</b>	<p>QofS – Curiosity CV – Self-Help &amp; Self Responsibility</p> <p><b>Curiosity:</b> Beginning to complete independent work on the novel that are being studied in class. They could take this further and investigate the themes and novels being studied.</p> <p><b>Self-Help &amp; Self Responsibility:</b> Students should be focus on being responsible for collecting information and retaining social and historical information based on the novel they are reading. They should push themselves to take pride in their class work and home learning and reflect on the progress they are making.</p>





## Autumn 2

<p><b>Knowledge</b></p>	<p><b>Language Paper 2</b> Students will follow a unit of study that allows them to have some exposure to the skills needed for Language Paper 2 which they will sit in Year 11. This exam paper (paper 2) is called Exploring Writers' Viewpoints and Perspectives. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the paper.</p> <p>The paper will have TWO sources which will be UNSEEN NON-FICTION extracts which students will answer the reading section questions on and will also use as a stimulus for the writing section. The extracts will come from 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century.</p>
<p><b>Skills</b></p>	<p>During this half term students will be exploring Language paper 2 skills. This will enhance their understanding of what is required of them at KS4. They will study writer's viewpoints and perspectives through a range of reading, writing and discussion tasks. This unit focuses students' abilities to critically read a range of non-fiction texts as well as their abilities to produce their own.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Exploring the conventions of a wide range of non-fiction text types</li> <li>• Exploring lengthier and complex articles</li> <li>• Focus on current affairs</li> <li>• Exploring how writers use language and structure to convey their message and achieve their purpose, with a particular focus on how tone is established.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Developing the ability to manipulate language and structure to produce texts with tone</li> <li>• Writing full, well-crafted pieces for a range of audiences and purposes</li> <li>• Ensuring that terminology and grammar are accurate.</li> <li>• Summarise and evaluate with accuracy and clear understanding</li> <li>• Understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• Analyse and evaluate relevant aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with apt references to texts, informed by their wider reading</li> <li>• Make credible links and comparisons between texts</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively, sustaining the reader's interest</li> <li>• Produce coherent, well-structured and purposeful texts</li> <li>• Vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• Spell, punctuate and use grammar accurately with occasional errors.</li> <li>• Quality of Written Communication will be assessed on each assessment.</li> </ul>
<p><b>Assessment</b></p>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> Critically analyse a reader's response to a text.  <b>Progress Check 2:</b> Write an article on a current affairs topic covered  <b>Progress Test:</b> language paper 2 - prison for kids</p>
<p><b>Reward &amp; enrichment</b></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> <p>In line with upcoming modern dramas being studied, a group of students will attend a performance of Journey's End.</p>
<p><b>Character</b></p>	<p>QoS – Creativity &amp; Motivation  CV –Solidarity &amp; Social Responsibility</p> <p><b>Creativity &amp; Motivation:</b>  Whilst studying Language Paper 2 students should be deciphering meaning from a variety of pre 1914 texts and modern texts assimilating perspectives.</p> <p><b>Solidarity &amp; Social Responsibility:</b>  Students should work together in determining the meaning of texts and delving into the issues at hand.  Students will need to encourage one another and motivate each other in preparation for their first progress check of the year.</p> 

## Spring 1

<p><b>Knowledge</b></p>	<p><b>Shakespeare</b>  Romeo and Juliet  Students will study a Shakespearean play by exploring a number of extracts and carrying out some class reading of the play. This is</p>
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	to start to prepare them for Literature Paper 1 which is one of the Literature exams these students will sit in Year 11. Literature Paper 1 requires students to write an essay response on a Shakespearean play.
<b>Skills</b>	<p>Students will study Romeo and Juliet and explore the characters, themes, contextual, historical and social background to the play. The skills developed will span across reading, writing, debating and communication skills, furthering the following:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</li> <li>• Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</li> <li>• develop a clear understanding of the ways in which writers use language, form and structure</li> <li>• Use apt textual references to support responses</li> <li>• Use understanding of contexts to inform responses to texts</li> <li>• Make credible comparisons between texts</li> <li>• Accurate Standard English: accurate spelling, punctuation and grammar.</li> <li>• Quality of Written Communication will be assessed on each assessment.</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> How does Shakespeare show conflict in the opening of R&amp;J?  <b>Progress Check 2:</b> How far/to what extent do you think true love is presented by Shakespeare, starting with this extract?  <b>Progress Check 3:</b> Students should choose another inanimate object and write from the view point of it – using the skills that they have developed.</p>
<b>Reward &amp; enrichment</b>	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.
<b>Character</b>	<p>QoS – Resiliency &amp; Practice  CV – Equality &amp; Equity</p> <p><b>Resiliency &amp; Practice:</b>  will ensure students' examination of a Shakespeare text is thorough and exciting. By delving into Old English students will find a new appreciation of the English Language.</p> <p><b>Equality &amp; Equity:</b>  The study of a variety of themes explored in Shakespeare's plays will allow students to gain an understanding of the historical changes that have taken place in Great Britain from the 1600s to modern day Britain.</p> 
<b>Spring 2</b>	
<b>Knowledge</b>	<p><b>Modern Drama</b>  An Inspector Calls and Journeys End  This unit will develop students' ability to be able to access the Literature papers they will sit in Year 11.</p>
<b>Skills</b>	<p>Students will be given a modern drama to explore, specifically looking at the context and impact the play has had on audiences and on society. In studying the selected play, students will develop their reading, writing and communication skills. Skills developed are in line with skills needed at KS4. Students will need to showcase their ability to:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the play; recognising the possibility of and evaluating different responses to a play; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the play.</li> <li>• Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.</li> </ul>



	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Embed subject terminology confidently when analysing and writing responses and show an awareness of the writer's methods</li> <li>• Plan essays successfully to ensure that they are thoughtful and developed</li> <li>• Structure a coherent and sophisticated essay that relies on development</li> <li>• Analyse the use of language and its impact on the reader</li> <li>• Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>• Embed a range of references to support their ideas</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> <li>• Qualities of Written Communication will be assessed on each assessment</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress test: Modern Drama Literature Paper 2 extract on play studied.</b> Reading assessment based on character, theme or extract from play.</p> <p><b>Progress Check 2:</b> Reading assessment consolidating skills from previous assessment on character, theme or language from play</p> <p><b>Progress Check 3:</b> Writing assessment demonstrating creative writing skills.</p>
<b>Reward &amp; enrichment</b>	<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>
<b>Character</b>	<p>QofS – Optimism &amp; Empathy CV – Openness &amp; Honesty</p> <p><b>Optimism &amp; Empathy:</b> Students should be encouraged to be optimistic about their chances and circumstances. By analysing modern dramas which have taken place in historically prominent times students will be able to ask questions about how life was for certain sections of society.</p> <p><b>Openness &amp; Honesty:</b> Debates will be had about the fairness of society in discussing the treatment of soldiers in WW1 and the fairness of society during 1914 whilst studying the two modern dramas stated above.</p> 
<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Poetry – Poems From Other Cultures</b></p> <p>This unit will develop students' ability to be able to access Literature Paper 2 which they will sit in Year 11. This unit will require students to work with a poetry anthology which they will also have to do for their GCSE in Literature. This is good practice and getting students into good habits early to prepare them for their future examinations.</p>
<b>Skills</b>	<p>Students will work through a variety of 19<sup>th</sup> century to 21<sup>st</sup> century poems and will explore the content and structure demonstrating an understanding of the poet's craft. Students will develop their ability to demonstrate:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the poem; recognising the possibility of and evaluating different responses to a poem; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the poem</li> <li>• Evaluation of the poet's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>• Comparing poems: comparing and contrasting poems studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two poems critically with respect to the above</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Producing clear and coherent responses: writing effectively about poetry for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</li> <li>• Use apt textual references to support responses</li> <li>• Use understanding of contexts to inform responses to texts</li> <li>• Make credible comparisons between texts</li> <li>• Accurate Standard English: accurate spelling, punctuation and grammar.</li> <li>• Quality of Written Communication will be assessed on each assessment.</li> <li>• Accurate Standard English: accurate spelling, punctuation and grammar</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style</p>



	<p>assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress Check 1:</b> How does the poet use language to explore the theme of identity?  <b>Progress Check 2:</b> How does the poet use imagery and language to express the theme of place and environment?  <b>Progress Check 3:</b> To write a short story- an autobiographical account of a childhood memory</p>
<b>Reward &amp; enrichment</b>	Students to develop their understanding of cultural diversity, speakers will deliver presentations to students on 'Migrating Passions.' This is in line with the poems from other cultures they are studying. This aims to celebrate cultural diversity by collecting stories about how Great Britain has been enriched by traditions, skills and ideas that migrants have brought with them.
<b>Character</b>	<p>QofS – Reflection  CV – Caring for Others &amp; Self-Help</p> <p><b>Reflection:</b>  Students should be encouraged to reflect on the issues that they study in class, considering ways that issues could be resolved.</p> <p><b>Caring for Others &amp; Self-Help</b></p> <p><b>Responsibility:</b>  Students should be encouraged to take responsibility of their anthology.</p> 
<b>Summer 2</b>	
<b>Knowledge</b>	<p><b>Summative Revision</b>  Language Paper 1  This unit will focus on the skill of revision which will help prepare students for next year. Students will cover all elements of this year's syllabus building to an end of year exam on some of those units</p>
<b>Skills</b>	<p>This term will be looking back over the last half terms and revising key skills. Students will reflect over reading, writing and analytical skills. Students will be expected to prepare for their final progress check and then will be revising Language Paper 1 skills analysing the language within a variety of fiction extracts. Students will also be expected to demonstrate their creative writing skills using a variety of stimuli to develop thought and extended pieces of writing.</p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Summarise and evaluate with accuracy and clear understanding</li> <li>• Understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• Analyse and evaluate relevant aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with apt references to texts, informed by their wider reading</li> <li>• Make credible links and comparisons between texts</li> <li>• Communicate effectively, sustaining the reader's interest</li> <li>• Produce coherent, well-structured and purposeful texts</li> <li>• Vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• Spell, punctuate and use grammar accurately with occasional errors</li> </ul>
<b>Assessment</b>	<p>In class assessments will take place on a fortnightly basis focusing on students' reading and writing skills. This will not be exam style assessments, rather pieces of 'best work' that are graded and given detailed feedback. After each assessment, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Progress test:</b> Language Paper 1 – Pick Your Poison  <b>Progress Check 2:</b> How does the writer use language to create setting?  <b>Progress Check 3:</b> Creative writing assessment will allow students to consolidate learning from this final unit.</p>
<b>Reward &amp; enrichment</b>	ELE will last for 3 days and will be designed by the English team to embed the skills the students have studied so far using different methods. ELE will be delivered through imaginative and engaging tasks.
<b>Character</b>	<p>QofS – Responsibility  CV – Democracy</p> <p><b>Responsibility:</b>  Students should be encouraged to take responsibility of their learning including their poetry anthology and understanding of Language Paper 2. Revision materials should be created to promote responsible learners and allow students to reflect on their KS3 journey.</p> 