

	Autumn 1	End points Key Concepts and Skills	Autumn 2	End points	Spring 1	End points Key Concepts and Skills	Spring 2	End points Key Concepts and Skills	Summer 1	End points Key Concepts and Skills	Summer 2	End points Key Concepts and Skills
Year 8	<p><b>Gothic Genre Writing</b></p> <p>C19 and contemporary Gothic short stories, extracts and poems including:</p> <ol style="list-style-type: none"> <li>1. The Red Room,</li> <li>2. Tell Tale Heart</li> <li>3. The Raven</li> <li>4. Dracula</li> <li>5. Frankenstein</li> <li>6. The Listeners.</li> <li>7. Range of non-fiction text.</li> </ol>	Understand how C19 context links to genre. Have read and critically responded to a range of C19 texts. Employed features of the genre accurately with a range increasingly ambitious vocabulary sentence structures.	<p><b>Dystopian Words and Reality: Writing</b></p> <p>Speech on a contentious issue.</p> <p>Short stories, poems and non-fiction articles to be used to discuss genre</p> <p>*Link the choice of speech back to the short stories read</p>	Critically explored: social context of stories and the origins of genre, conventions, genre through prose, poetry and non-fiction. Understood the structure of a speech, be able to write a speech using ambitious vocabulary, devices and structures appropriate to the task.	<p><b>Much Ado or 12 night or The Taming of the Shrew.</b></p> <p><b>Reading</b></p> <p>How does the writer present... in the extract and in the play as a whole?</p>	Have read in full, understood and critically analysed a Shakespearean comedy. Be able to analyse an extract in comparison with a whole text using the Literature AO.	<p><b>Love and Relationship poetry: Reading</b></p> <p>Compare the way... is presented in .... and one of your choice.</p> <ol style="list-style-type: none"> <li>1. Letters from Yorkshire</li> <li>2. Valentine</li> <li>3. Winter Swans</li> <li>4. Sonnet 130</li> <li>5. My box</li> </ol> <p>*some Parent and Child poems</p>	Be able to read, understand, critically analyse a selection of poems. Be able to critically compare a range of parent and child poetry using a named poem and one that chosen from memory.	<p><b>Novel: Reading</b></p> <p>How does the writer present.... In the extract and in the novel as a whole</p> <p>English teachers have their own texts</p>	Have read in full, understood and critically analysed a Shakespearean comedy. Be able to analyse an extract in comparison with a whole text using the Literature AO.	<p><b>Paper 1 Exam style Practice (Fiction)</b></p> <p>Exam date tbc</p> <p><b>Adventurer Within Writing</b></p> <p>English teachers have their own texts</p>	<p><b>EXAM:</b> Demonstrate accuracy of AO5 and AO6. Read and understand a novel and use it as inspiration for non-fiction writing. Increasingly ambitious vocabulary and sentence structures employed.</p>
Assessments	<p><b>Creative writing</b> based on an unseen image.</p> <p>SFY to write the paper and publish the week of the assessment.</p>		<p><b>Functional writing</b> based on a topic.</p> <p>Students work to me marked as a GCSE style question five. SFY to write paper and publish it the week of the assessment.</p> <p><b>SLE is optional</b> and marked as Pass, Merit or Distinction in accordance with AQA.</p>		<p><b>Analytical essay</b> exploring a set theme or set character in one of the poems listed.</p> <p>SFY to write the paper and publish the week of the assessment.</p>		<p><b>Comparative analytical essay</b> exploring a set theme in a named poem and one of their choice.</p> <p>SFY to write the paper and publish the week of the assessment.</p>		<p><b>Analytical essay</b> exploring a set theme or set character in one of the poems listed.</p> <p>SFY to write the paper and publish the week of the assessment.</p>		<p><b>GCSE Paper 1 style exam.</b></p> <p>SFY to write the paper.</p> <p><b>Fiction writing</b> inspired by the issues raised in a novel.</p>	