

Year 8 2026-27		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
		<u>Gothic Genre</u> <u>Writing</u> C19 and contemporary Gothic short stories, extracts and poems including: 1.The Red Room, 2. Tell Tale Heart 3. The Raven 4. Dracula 5. Frankenstein 6. The listeners. Range of non-fiction, poetry and fiction texts.	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.	<u>Dystopian Words and Reality:</u> <u>Writing</u> Speech on a contentious issue. Short stories, poems, and non-fiction articles to be used to discuss genre. ▪ Handmaid’s Tale. ▪ 1984. ▪ Brave New World. ▪ Not My Business. ▪ Hiroshima. ▪ An Evil Cradling. ▪ Fahrenheit ▪ Lord of the flies ▪ Animal Farm,	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.	<u>Much Ado or 12 night or The Taming of the Shrew or collection of Shakespeare’s plays.</u> <u>Reading</u> How does the writer present... in the extract and in the play as a whole?	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.	<u>Reading for Joy:</u> <u>Reading</u> To offer different sides of an argument. Have a great vocabulary to describe narratives and scenes. Understand the significance of structure and language choices in literature. Be to make inferences and link ideas. To develop a love of reading in line with our reading culture.	Be able to read, understand, critically analyse a text. Be able to critically discuss plot, characters and narrative style as well as develop a love of reading by exposing student to a text they may not of had the opportunity to read.	<u>Novel:</u> <u>Reading</u> How does the writer present.... In the extract and in the novel as a whole English teachers have their own texts Bone Sparrow BITSP The Giver The Woman in Black. Noughts & Crosses	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.	<u>Paper 1 Exam style Practice (Fiction)</u> Exam date TBC. <u>Adventurer Within</u> <u>Writing</u> English teachers have their own texts	EXAM: 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.
Assessments		Creative writing based on an unseen image. SFY to write the paper and publish the week of the assessment.		Functional writing based on a topic. Students work to be marked as a GCSE style question five. SFY to write paper and publish it the week of the assessment. SLE is optional and marked as Pass, Merit or Distinction in accordance with AQA.		Analytical essay exploring a set theme or set character in one of the plays listed. SFY to liaise and consult with teachers to write their own assessment paper.		Accelerated Reading Test. SFY to liaise with staff to organise the reading comprehension test.		Analytical essay exploring a set theme or set character in one of the poems listed. SFY to write the paper and publish the week of the assessment.		GCSE Paper 1 style exam. SFY to write the paper. Fiction writing inspired by the issues raised in a novel. SFY to write paper 1.	