Year 8

Knowledge	Skills
• Narrative structure • Character development and creation • How authors create tension in their writing • Analysing texts at word and sentence level • How language can be persuasive • How do we persuade others through our choice of language and rhetoric • How meaning is shaped in poetry • How poetry can convey big ideas • How Shakespeare uses language to create character • How Shakespeare creates meaning through literary technique • Understanding the impact context has on literature • How we relate literature to real world experiences • Understanding the origins of English and etymology	• Analysing fictional texts at word and sentence level • Analysing non -fiction texts at word and sentence level • Discussing writer's intention and reader reaction with confidence. • Identifying and using persuasive technique accurately and appropriately. • Using persuasive technique in speech • Using etymology to identify words and meaning • Embedding quotations • Crafting personal responses to both fiction and non-fiction texts • Analysis of poetry • Comparison of poems • Identifying and commenting of parts of speech with accuracy and confidence • Descriptive writing – understanding and using literary technique in writing.

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Content	Novel study – 'Private Peaceful'	Non-fiction texts Persuasion	Origins of the English Language and accent and dialect	*spoken language unit* JPE to add	Poetry – Power and conflict	William Shakespeare – Macbeth
Skills	Show an understanding of narrative structures and how stories are created. Be able to comment on how characters are created and presented and how this influences the readers perception of them. Show empathy for characters and their struggles. Understand how context can impact/influence a novel. Comment on language choice, the writers' intention and reader reaction. Respond to questions on character/setting using evidence to support arguments. Embed quotations in written responses to the text. Use fiction as a springboard for creative writing. Make use of literary technique in writing to create impact/meaning.	Show an understanding of how language can be used to persuade others. Understand why some techniques are more persuasive than others. Comment on how effective a text is at persuading a reader and support arguments with evidence from a text. When commenting on text, supporting evidence is appropriate and embedded into responses. Analyse a piece of writing commenting on its ability to persuade a reader with word level and sentence level analysis. Make use of persuasive technique in own writing. Produce a piece of creative non-fiction writing that is effective and persuasive.	Show an understanding of how the English language has evolved. understand the impact that invasions had on the English language. Show an awareness of the influence that Latin, Greek and Old Norse have had on the English Language. Read and comment on the significance of texts such as Beowulf. Analysis of characters and their presentation in the Canterbury Tales by Chaucer. Analysis of how the language in literature has evolved over 1000 years. Comment on the variation of accents and dialects that are present in the UK. Explore how and why accents and dialect vary		Read and respond to a range of poems centred on the theme of conflict. Explore how conflict is presented in a range of poems. Develop analysis and produce a piece of writing that shows a thoughtful response to a poem. Compare and contrast a pair of poems that are written in response to conflicts. Compare poetry from two distinct time periods – 20th century and 21st century. Show an understanding of a poets use of language, structure and form. Engage with the context of a poem, including the context of the poet and their life.	Show an understanding of Shakespeare and his writing. Read Shakespeare's works with fluency and confidence. Understand how Shakespeare creates and presents characters in his work. Show an understanding of how social, cultural and historical context influence a play and a modern reading. Respond to an extracts from the text with confidence. Show an awareness of how Shakespeare presents theme in his work. Participate in a sustained discussion with a partner that focuses on a single aspect/theme of the play.

				so widely across the UK. Refine essay writing technique and produce an essay that details the evolution of the English Language.		Use embedded quotations effectively in written responses. Show an awareness of how context impacts the reading of a poem.	
	Assessment	How does the writer create mood and atmosphere in the extract? (R) Descriptive writing – trench attack (W)	how does the writer persuade a reader? (R) Non-fiction writing – persuasive article (W)	How has the English Language evolved over time? (W) How accent and Dialect varies across Britain (S&L)		Appreciation of a poem – *'Dulce et Decorum est'* (R) Comparison of two poems – *'Dulce et Decorum est'* and *'The Manhunt'* **OR** *'The Manhunt'* and *'Kamikaze'* (R)	Response to an extract question. (R) Paired discussion of a theme withing the play (S&L)