

KS3 Long Term Curriculum Plan: English/Year 8 2023-2024

Curriculum Aim: The Chace English curriculum aims to ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Our text choices enable our students to appreciate our rich and diverse literary heritage and have a chance to develop culturally, emotionally, intellectually and socially. We also aim to empower pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. The curriculum encourages the use of discussion in order to learn so pupils should be able to elaborate and explain clearly their understanding and ideas. It ensures that they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Link to prior learning: The Year 8 curriculum builds on the skills developed during the year 7 curriculum by exposing students to a range of different forms of literature and nonfiction reading and writing.

Rationale of sequencing: We teach a spiral curriculum that ensures that we consistently revisit the key strands of the curriculum in order to consolidate and develop students' skills in prose, plays, poetry, nonfiction and spoken language. The texts chosen for study become more challenging in language, structure and content as the curriculum progresses.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Reading Fiction: Ghost Boys by Jewell Parker Rhodes	Pupils will: <ul style="list-style-type: none"> develop their understanding of cultural diversity by studying an author and novel that explores social injustice. develop their ability to make inferences and refer to evidence in the text develop understanding of how text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these in creating meaning. 	Reading Assessment - Whole text essay based question ASSESSMENT WEEK W/C 30th OCT
Autumn 2	Creative Writing & Spoken English: Monologue	Pupils will: <ul style="list-style-type: none"> further develop their ability to write imaginatively for an audience through the study and production of dramatic monologues. apply their growing knowledge of vocabulary, grammar and text structure to their writing, drawing on knowledge of reading and listening to monologues to enhance the impact. rehearse the performance of a dramatic monologue in order to create meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	Spoken assessment - Write and deliver a monologue
Spring 1	Poetry: Poetry of War	Pupils will: <ul style="list-style-type: none"> develop their knowledge of how social and historical context is drawn upon to support understanding of literature practice recognising a range of poetic conventions and understanding how these have been used to create meaning make critical comparisons across texts 	Reading Assessment Comparative essay

Spring 2	Writing (Persuasive writing on the theme of war)	Pupils will: <ul style="list-style-type: none"> develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the theme of war learn to write well-structured arguments, supporting ideas with any necessary factual detail select the appropriate form of non - fiction writing for a given task and draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their writing 	Writing assessment speech
Summer 1	Reading (Novel) Stone Cold by R. Swindells.	Pupil will: <ul style="list-style-type: none"> be encouraged to develop their love of reading through the study of a whole text and second author of the year. the text will further develop their social and emotional understanding through the study of increasingly challenging themes linked to social injustice. develop their critical reading skills by knowing how language, structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these 	Reading Assessment
Summer 2	A Midsummer Night's Dream	<ul style="list-style-type: none"> read critically through studying setting, plot, and characterisation, and the effects of these on an audience explore the impact of Shakespeare on the literary heritage understand how alternative staging allows for different interpretations of a play build upon their prior learning in order to study the work of Shakespeare in greater depth 	

Further Information

Further Information

Key Stage 3 Curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf
<https://soraapp.com/welcome>