

Subject: English		Year Group: 8
Term 1 Key Focus/Topic(s) Animal Farm – novel study	Term 2 Key Focus/Topic(s) Non-fiction writing/ ethical journalism	Term 3 Key Focus/Topic(s) Frankenstein (play)
Term 1 Assessment Opportunities: Character analysis based on an extract	Term 2 Assessment Opportunities: Writing a persuasive article	Term 3 Assessment Opportunities: Produce your own science-fiction story
Term 4 Key Focus/Topic(s) Shakespeare: Romeo & Juliet	Term 5 Key Focus/Topic(s) Creative Writing- short stories	Term 6 Key Focus/Topic(s) Poetry: Love, relationships and identity
Term 4 Assessment Opportunities: Character analysis based on an extract	Term 5 Assessment Opportunities: 500 words short story	Term 6 Assessment Opportunities: Analytical poetry essay

Rationale:

- These Schemes of Work build on the skills acquired in Year 7: we continue to present the students with challenging material – both fiction and non-fiction - to engage and develop their thinking and to help them shape their own responses to what they have read. We want our students to enjoy reading and to make connections and links to wider contextual issues, extending their learning whilst using their prior knowledge as a base to explore from. We have independent learning tasks for each term’s topic to foster a love of extending learning beyond the classroom, and to offer stretch and enrichment, and use Accelerated Reader to generate a ‘buzz’ around reading. To supplement lessons, students study an online vocabulary building program ‘Bedrock’.

Evaluation:

- Each term, students will have a Summative Assessment. These begin to prepare students for the format of GCSE Literature or Language questions and are marked against the Borden standards. Students have the opportunity to self assess their performance on this, against clear objectives, alongside the teacher to evaluate their learning. Independent opportunities come through homework tasks, for example: deeper thinking questions, Extended Learning Projects. Teachers also provide whole class feedback post assessments, and after the marking of homework, to clarify ‘common errors’ and to model exemplar work – evidenced in students’ work through the use of ‘purple pen’.