



Year 8 English – Reading Lessons



Learning about this topic is important because: reading introduces you to people and places you have never met, have never been, or may never even have existed. Reading expands the limits of your world and the limits of your language, as well as being a source of inspiration, comfort and pleasure throughout one’s life. Reading for pleasure is associated with higher academic outcomes in every subject; it can unlock your potential and take you places you may never have imagined for yourself. It is also a chance for you to share your interests and enthusiasms outside of school with your teacher and peers.

This builds on: *The Bone Sparrow* in Autumn term year 7, *Myths and Legends* Summer term year 7, *Twisted Tales* in Autumn term year 8, reading for pleasure and enjoyment in primary school, KS2 phonics.

Year 9 novel study: *We Have Always Lived in the Castle*, GCSE English Literature prose study (*A Christmas Carol* or *The Strange Case of Dr Jekyll and Mr Hyde*), A-Level NEA comparative prose study.

We will learn:

- How to choose books that may challenge us or take us out of our comfort zone.
- Exploring new authors and genres we may not have read before.
- Choosing classic novels or books based on those we enjoy already (for instance, if you enjoy *The Hunger Games*, try *1984*).
- Understanding how authors have explored issues of power and influence over time.

We will develop/practise skills including:

- Silent, independent reading for fluency and enjoyment.
- Speaking and listening skills including sharing enthusiasms, expressing opinions and debating difficulties.
- Writing for pleasure and self-expression.
- Writing creatively and critically inspired by the books you read for pleasure.

Some of the vocabulary that we will use includes:

- Narrative arc
- Protagonist
- Hierarchy
- Audience positioning
- Atmosphere.

You could learn more about this topic by:

- Visiting the school library.
- Talking to a parent or older sibling about the books they loved when they were younger.
- Talking to your teacher about the books they would recommend.
- Visiting a local bookshop such as West Kirby Books or Lingham's.
- Going to an author event.



Some of the key pieces of work for this unit: a reading log, in which you will keep track of the books you read as well as your thoughts, opinions, ideas and feelings in the form of a journal. Your teacher will also give you a choice of creative writing tasks based on the books you read, encouraging you to explore and experiment with the characters, narratives and genres you like.



Year 8 English - Journeys of Discovery Autumn term – Twisted tales

Learning about this topic is important because: It helps us understand how writers craft characters, plot and setting to write an effective narrative. It provides us with opportunities to read widely for pleasure across a range of high-quality texts and allows us to read in depth, critically and evaluatively, so that we can discuss and explain our understanding and ideas. It gives us opportunities to write creatively and descriptively to craft characters, settings, and stories.

This builds on: *The Bone Sparrow*

This leads to:

We Have Always Lived in the Castle

GCSE English Language Component 1 Part B – Creative Prose Writing

GCSE English Literature - Extract Style Question

We will learn:

- What the conventions of a tale with a twist are
- How to effectively structure a story
- How writers create tension
- How writers craft characters
- How sensory language can be used effectively.

We will develop/practise skills including:

- Plotting a story using 'story arc' technique
- Writing using sensory description.
- Creating tension/mood/atmosphere through language and structural choices.
- Using textual references, including quotations, to support and illustrate interpretations.
- Analysing the language, form and structure used by a writer to create meanings and effects.

Some of the vocabulary that we will use includes:

- Atmosphere
- Foreshadowing
- Narrative Arc
- Protagonist
- Tension

You could learn more about this topic by:

Read: [70+ Plot Twist Ideas and Examples To Blow Your Readers Away \(reedsy.com\)](https://www.reedsy.com/blog/70-plot-twist-ideas-and-examples-to-blow-your-readers-away/)

Watch: Roald Dahl's Tales of the Unexpected

Listen:

Visit: Roald Dahl Museum and story centre – Buckinghamshire

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Reading Assessment: extract question.

Writing Assessment: writing a story with a twist.



Year 8 English Power and Influence

Autumn 1- Speeches

Learning about this topic is important because: it is crucial to be aware of the way language is used in everyday life to influence and manipulate people. Studying persuasive speeches on topical issues adds to your role as a global citizen and encourages you to consider varying perspectives. Being able to write effectively while considering the needs of purpose and audience make you an effective communicator: skills you will need in later life. Exploratory talk and spoken delivery during a speech or debate develops your oracy skills.

This builds on: Year 7 (Study of Non-Fiction persuasive texts in *The Village*; Speaking and Listening presentations in *Myths*)

This leads to: Persuasive writing and presentations (Year 8 *The Apprentice*) Exploration of Non- Fiction texts (Year 9 *We Have Always Lived in the Castle*, Year 9 *Danger of a Single Story*); Speaking and Listening assessments (All Year 9 units)

We will learn:

- Standard English.
- How to evaluate the success of persuasive speeches
- Persuasive/ rhetorical devices
- How to write for a specific purpose and audience
- How to debate ideas
- Listening and responding to verbal information.

We will develop/practise skills including:

- Analysing persuasive speeches for meaning and effectiveness
- Writing a persuasive speech to be performed aloud.
- Oracy skills of exploration and presentation
- Communication skills including speaking and listening, formulating questions and responding to feedback during speeches and debates

Some of the vocabulary that we will use includes:

- Audience
- Counter argument
- Delivery
- Persuade
- Sequencing

You could learn more about this topic by: watching presentations by professional speakers on Youtube:



Chimamanda Ngozi Adiche 'We should all be feminists':

https://www.youtube.com/watch?v=hg3umXU_qWc

Top 10 Oscars speeches: <https://www.youtube.com/watch?v=cbyvgVKQEiM>

Andy Burnham MP, speech to the house of commons on the findings of the Hillsborough disaster inquiry: <https://www.youtube.com/watch?v=rQr15ivhLYU>

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- A persuasive speech delivered in standard English on a topic of your choice.



Year 8 English -Power and Influence

Spring Term - *The Tempest*

Learning about this topic is important because: Shakespeare is one of the most important writers of all time, *The Tempest* being one of his most widely influential and controversial plays. Studying Shakespeare's *The Tempest* will enable you to analyse, debate and interpret a fascinating and challenging text in more detail than you will have experienced so far. You will learn about the Jacobean theatre, as well as performing parts of the play using your oracy, drama and directorial skills. You will learn to appreciate why Shakespeare's plays, characters and stories continue to be enjoyed and debated centuries after his death.

This builds on: Analytical reading skills developed during year 7 (the novel); oracy, debate and performance based skills developed during year 7 (the village); writing creatively and with control of meaning and expression (Year 7 Myths).

This leads to: Shakespeare's *Macbeth* (Year 9); writing creatively and with purpose (Year 9 *Jane Eyre*); writing more extended responses to literary texts using your understanding of how writer's utilise language, form and structure to create meaning (GCSE English Literature); understanding how the conventions of drama and performance create meaning for the audience (GCSE English Literature), understanding different perspectives developing personal responses to contemporary issues and debates (GCSE English Language); Shakespeare's *Hamlet* (A-Level English Literature).

We will learn about:

- Shakespeare's craft and ideas as a playwright including his use of soliloquies.
- The conventions of Jacobean theatre and Romance plays.
- How plot and character representations (including those of antagonists) shape audience response
- Why Shakespeare's portrayal of Caliban has been both influential and controversial for audiences over time (with relation to social hierarchy).

We will develop/practise skills including:

- Oracy and performance skills including debating and directing.
- Reading analytically by paying attention to how writers manipulate language, form and structure to create meaning.
- Writing more extended responses to literary texts by developing informed personal responses.

Some of the vocabulary that we will use includes:

Antagonist, Hierarchy, Representation, Romance, Soliloquy

You could learn more about this topic by:

Listening to: Michael Morpurgo's *Tales from Shakespeare*

Watching: *The Tempest* (2011) dir. Julie Taymor.

Reading: Charles Lamb's *Tales from Shakespeare* (an older classic!)

Going: to see Shakespeare's plays performed on stage at a local theatre, London's Globe or Stratford-Upon-Avon.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- One essay-length analysis Shakespeare's characterisation of Caliban.
- One creative description of the island setting from the play.
- Terminology quiz
- Sample paragraph



Year 8 English – Power and Influence

Summer Term 1 ‘Family Poetry’

Learning about this topic is important because: Poetry is one of the most important art forms in human history, informing conversations about human nature across different cultures and time periods. It is a crucial form of English.

This builds on: Year 7 poetry linked to novel; Year 7 poetry (identity).

This leads to: Macbeth in Year 9; Anthology poetry and unseen poetry - GCSE.

We will learn:

- How to recognise poetic structures
- How to identify poetic terms and features
- How to annotate literary texts
- To consider the author’s intent in creating effects with language
- To find points of comparison and contrast between poems
- To consider the importance of structure and how it can be used to create effects
- To identify themes across texts

We will develop/practise skills including:

- Annotating and identifying key features
- Analysing key features
- Exploring meaning
- Considering reader response
- Discussing interpretations
- Writing analytical paragraphs
- Understanding the effects of literary devices



Some of the vocabulary that we will use includes:

- Extended metaphor
- Form
- Perspective
- Message
- Semantic field

You could learn more about this topic by:

- Read a range of poetry - Grace Nichols, Wendy Cope, Lewis Carroll, William Blake, Simon Armitage,
- Read poetic novels - Sarah Crossan, Elizabeth Acevedo, Kwame Alexander
- Listen to music - songs have lyrics!
- Programmes on BBC Sounds - [BBC Sounds - Poetry Playtime - Available Episodes](#)
- [BBC Sounds - Talking Poetry - Available Episodes](#)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

End of year examination - analysis of a single poem



Year 8 – Power and Influence

Summer Term ‘The Apprentice’



West Kirby
Grammar School

Learning about this topic is important because: it develops our abilities to work independently and as part of a team. It helps us to see English as something that is used in everyday life and provides an opportunity to speak in different registers with different audiences. It introduces different types of transactional writing. It provides opportunities for writing for a variety of purposes and audiences.

This builds on: Year 8 – speeches; Year 7 – conventions of a range of nonfiction texts and writing to meet the needs of purpose and audience

This leads to: Spoken language (GCSE English Language Component 3); non-fiction reading; transactional writing

We will learn:

- How to produce texts for a range of purposes and audiences
- How to consider positioning when addressing a specific audience
- How to use persuasive rhetorical devices to create effective texts
- How to work as part of a team and as a leader
- How to evaluate the impact of language and graphology on a specific audience
- An understanding of branding

We will develop/practise skills including:

- Speaking formally to an audience in the form of a pitch
- Fluency and technical accuracy
- Writing for a specified purpose and audience
- Working as part of a group
- Leading a group
- Considering audience positioning when writing for a specific purpose

Some of the vocabulary that we will use includes:

Audience Positioning, Branding, Graphology, Pitch, Rhetorical Devices

You could learn more about this topic by:

- Watching the Apprentice
- Reading a wide range of non-fiction texts



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Analysis of an advert
- Presentation to the class