



ABINGDON

YEAR GROUP/Stage: Year 8/9			SUBJECT AREA: English
Autumn 1	Reading	Writing	Speaking and Listening
Knowledge	<p>Start of Year Reading Assessment</p> <ul style="list-style-type: none"> Use short extracts from all literature texts, including poetry. Develop knowledge of narrative styles/genres. Class Novel - Of Mice and Men 	<p>Start of Year Writing Assessment</p> <p>Focus on transactional writing. Develop confidence/skills in:</p> <ul style="list-style-type: none"> forms, audience and purpose organisation – conjunctions and paragraphing generation of ideas from a variety of stimuli use of variety of rhetorical devices. 	<ul style="list-style-type: none"> Independent research followed by presentations to the whole class Individual, paired and whole class improvisation
Skills	<ul style="list-style-type: none"> Make justified predictions Develop inference and quotation skills PEEL when writing about the novel 	<ul style="list-style-type: none"> Drafting/ re-drafting Autobiographical Writing Paragraphing to extend ideas 	<ul style="list-style-type: none"> Performance Questioning Hot seating Debate
Vocabulary	<p>Genre Audience Purpose Inference Quote Narrative Extract</p>	<p>Persuasive language Rhetorical questions Conjunctions</p>	<p>Formal and informal language</p>



ABINGDON

Autumn 2			
Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Class novel - Of Mice and Men Examine whole text themes Allegorical text Chronicles of Narnia <p>Termly Reading Assessment</p>	<ul style="list-style-type: none"> Imaginative writing How to engage the reader through description Literary devices - identifying and using them in independent writing <p>Termly Writing Assessment</p>	<ul style="list-style-type: none"> Thinking in character Improvisation
Skills	<ul style="list-style-type: none"> Reading comprehensions non-fiction Using PEEL independently to answer exam style questions Understanding writer's craft 	<ul style="list-style-type: none"> Planning and composing a story Using literary devices to describe Creating a mood/atmosphere through description 	<ul style="list-style-type: none"> Speaking to the class Performing in-front of peers Understanding character
Vocabulary	<p>Context Analyse Compare Allegory</p>	<p>Literary device simile metaphor alliteration hyperbole sibilance onomatopoeia</p>	<p>Hot-seat Improvisation</p>
Spring 1		Spring 2	
Reading		Writing	
Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. 	<ul style="list-style-type: none"> Writing to perform Writing activities based on class novel, developing cohesion in 	<ul style="list-style-type: none"> How to perform Appropriate tone Projecting the voice



ABINGDON

	<ul style="list-style-type: none"> Class Play - Skellig 	sentence structure and paragraphs	
Skills	<ul style="list-style-type: none"> Reading comprehension using exam strategies including retrieval, inference and some comparison 	<ul style="list-style-type: none"> To use stage directions Correct lay-out for a playscript Creating drama pieces Importance of stage directions 	<ul style="list-style-type: none"> Performance skills
Vocabulary	Genre Audience Purpose Inference Strategy	Stage directions Italics Structure Layout	Tone Projecting Emphasis

Spring 2	Reading	Writing	Speaking and Listening
Knowledge	Poetry - pre and post 20th Century	Writing own forms of poetry Writing to describe	Performance Poetry
	Poetry Assessment	Descriptive Writing Assessment	Speaking and Listening Assessment
Skills	<ul style="list-style-type: none"> Identify literary devices Identify the depth of meaning and emotion in the poem Make comments about how the poet achieves effect 	<ul style="list-style-type: none"> Use literary devices in own writing Make language choices that consider the effect on the reader Setting the scene - show not tell 	Performance Poetry recital Pace Tone



ABINGDON

Vocabulary	Rhythm Stanza Simile Metaphor Alliteration Personification Repetition	Limerick Free verse Ballad Narrative Poetry	Pace Tone Register
Summer 1	Reading	Writing	Speaking and Listening
Knowledge	Shakespeare play - Twelfth Night <ul style="list-style-type: none"> Cover plot/characters/theme through engaging activities Read selected key scenes with a focus on analysing language and structure Trace themes through play Understanding of the relationship between text and context 	<ul style="list-style-type: none"> Writing to analyse in response to the play Writing to persuade 	<ul style="list-style-type: none"> Perform scenes from the play (modern or Shakespearean language) Hot seat key characters
Skills	<ul style="list-style-type: none"> To identify and write about themes Reading Shakespeare (some) Analysis of text - expanded PEEL answers 	<ul style="list-style-type: none"> Writing to persuade AFOREST - mnemonic to help with written tasks Evaluation of other persuasive pieces of writing 	<ul style="list-style-type: none"> Peer evaluation Thinking in character Stage Directions



ABINGDON

Vocabulary	Shakespearean language Themes	PEEL Analyse Genre Audience Purpose	Stage directions Dramatic Irony Monologue Soliloquy
Summer 2	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Class Novel - Ghost Boy by Jewell Parker Rhodes Non-fiction reading comprehension 	<ul style="list-style-type: none"> Writing to inform Extended pieces of writing Continued work on drafting and redrafting 	<ul style="list-style-type: none"> Improvisations in response to the novel Hot seat key characters
Skills	<ul style="list-style-type: none"> Understanding plot Reading comprehension <p>End of Year Reading Assessment</p>	<ul style="list-style-type: none"> Analyse writer's craft Re-drafting and editing Evaluation of others' work <p>End of Year Writing Assessment</p>	<ul style="list-style-type: none"> Performance Character analysis <p>End of Year Speaking and Listening Assessment</p>
Vocabulary	Compare Contrast Evaluate Response	Analyse Evaluate Respond	Evaluate