



ENGLISH YEAR PLANNER (LTP) – YEAR 8



Term	Learning content/skills		Assessment Schedule*	Home Learning Support (How students can extend learning in addition to homework)
	READING	WRITING		
Autumn 1 War	Inference Information Retrieval Language Synthesis Comparison Reading Foci: [1],[2],3,5b,6,7,8,10,11, 12,[13],15,16/17	Describe Writing Foci: 22	Language analysis: Students to complete an analytical reading of a war extract. Q1 and Q2 GCSE style response.	<ul style="list-style-type: none">• Research the history of the war• Read around the war – give a reading list and students pick a novel/autobiography• Students transfer the skills being taught in lesson to an extract from their personal reading text• Create a mini project on the topic of war
	Students will cover a range literature including the following: poetry, diary entries, reports, newspaper articles, novel extracts Students will be study literature from a number of wars to include WW1 and WW2 amongst others of your choosing.			

*All assessments may be subject to alteration to best suit the learning needs of students.



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Autumn 2 Novel	Inference Information Retrieval Language (Evaluation) Reading Foci: 3,5b,10,15 Creative piece	Creative piece Writing Foci: 1,2,3,4,5,19b,22	Language analysis: Students to complete an analytical reading of an extract from the novel. Q1 and Q2 GCSE style response.	<ul style="list-style-type: none">• Research the author and read another text written by them• Choose a character and create a profile for them• Take the main theme of the novel and create a poem/piece of creative writing on this theme• Create a timeline of events
Students will read a full novel and will be cover a range of reading skills. There should be a focus on character and plot as well as how the writer has crafted the text. There is an opportunity for students to complete a creative piece of writing alongside the analytical skills.				



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Spring 1 The Tempest	Inference Information Retrieval Language (Comparison) (Evaluation) Reading Foci: 3,[4],7,10,15,18 Persuade	(Argue) Writing Foci: 6,7,8,9,10,11,[12],14,16, 17,21,22,[26]	Students create a speech where they either persuade by claiming that their character should be the ruler of the island or, argue that their character is the most natural leader of the island. The speech is to be delivered to the rest of the class.	<ul style="list-style-type: none">• Create a project on Shakespeare – life and times• Research another play and suggest comparisons between characters• Watch different version of the same scene and suggest which is the “best” with supporting reasons why
	Students begin by examining key themes and are given an introduction to the play by means of crunched versions and video representations. Students then study the characters of Prospero, Caliban, Trinculo and Stephano and will focus on key scenes that cover the whole of the play.			
Spring 2 Journeys Expeditions/ Adventures	Inference Information Retrieval Reading Foci: 15	Inform Explain Persuade Describe Writing Foci: 9,10,13,14,15,17,20,23, 24,25,[26]	Students create a description based on part of their journey through the jungle to uncover the stone.	<ul style="list-style-type: none">• Research explorers such as Ray Mears, Bear Grylls• Research survival stories – Touching the Void• Create a project on expeditions



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	Students follow the scheme where they find themselves at the heart of a journey to retrieve the Stone of Ariaca. Along the way they are asked to complete a number of challenges which take them through a wide range of writing skills. In addition this voyage through the depths of the jungle, students also study a range of writing from different expeditions including Space travel with Apollo 13 and expeditions to the South Pole – both past and present day.			
Summer 1 Different Cultures	Inference Information Retrieval Language Synthesis Comparison Reading Foci: 3,5a,5b,9,15,[16],17,18,19	Creative piece Writing Foci: [19b],22	Language analysis: Students compare two poems – theme, tone, methods, structure, language	<ul style="list-style-type: none">• Research own poems from different cultures• Create a presentation entitled: My culture and what it means to me• Research further information for



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	Students read a range of poems covering a range of cultures. They begin by studying a couple of poems on an individual basis and then start link ideas and methods together before leading up to a full comparison of how cultures are discussed through poetry and how this presentation occurs.			specific cultures
Summer 2 Visions of the Future/Dystopian Writing	Inference Information Retrieval (Evaluation) Reading Foci: 7,15	Narrative Writing Foci: 9,10,11,14,15,17,[18a]	Students create an opening to a story with a dystopian setting/storyline.	<ul style="list-style-type: none">Choose a text from the reading list and read it!Research films with a dystopian feelImagine a setting in current life e.g. school and create a model version of it having undergone a dystopian transformation
	Students read a range of texts with a dystopian theme and study how they have been crafted. Texts include extracts from novels, song lyrics, comic books, short stories, film snippets.			