

Key Stage 3 Overview: Year 8 English

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 8	<p>University Challenge:</p> <p>Creative Engineering</p> <p>Non-Fiction Texts</p> <p>Context: Students will be given the opportunity to analyse non-fiction text and be able to make inferences based on the information gathered.</p> <p>Skills: Identifying purpose and audience of non-fiction texts.</p> <p>Utilising different persuasive language techniques.</p> <p>Honing sentence structure, spelling, vocabulary choice, punctuation, paragraphing and whole text structure</p> <p>Using rhetorical language devices and structural elements to create a speech</p> <p>Re-writing text to change its tone or purpose.</p> <p>Speaking and listening.</p>	<p>University Challenge:</p> <p>Theatre</p> <p>Novel: Holes (Reading)</p> <p>Context: Students will be studying a novel focusing on the reading skills needed for writing an essay.</p> <p>Skills: To analyse critically the effectiveness of language and structure through PEAD paragraphing.</p> <p>To interpret explicit and implicit meanings of specific sections of the text.</p> <p>To structure presentations and use spoken standard English effectively in presentations based on characters from the novel.</p> <p>To focus on the structure of an essay and analytical writing.</p>	<p>University Challenge:</p> <p>Recycling</p> <p>Novel Unit- Holes (writing)</p> <p>Context: Students will be creating written pieces stimulated by a text.</p> <p>Skills: To apply a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation in creating different text types.</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>University Challenge:</p> <p>Brunel Museum</p> <p>Poetry</p> <p>Context: Students will be analysing poetry in order to write a comparative essay. Students will also have the opportunity to create their own poems.</p> <p>Skills: To explain, compare and analyse how writers' use poetic devices effectively.</p> <p>To interpret explicit and implicit themes pertaining to poetry.</p> <p>To write a comparative essay.</p> <p>To understand the conventions and poetic devices used in poetry in order to create their own poem.</p> <p>To use a range of punctuation in a poem.</p>	<p>University Challenge:</p> <p>Extreme Re-design</p> <p>19th century openings</p> <p>Context: Students will be exposed to a range of 19th century texts, in order to prepare them for the English Literature GCSE course. Students will then write their own 19th Century opening, in the style of a specific author.</p> <p>Skills: To explain, comment and analyse how writers' use presentational and language devices effectively</p> <p>To interpret explicit and implicit issues relating to the 19th century.</p> <p>To structure presentations and use spoken standard English effectively in presentations based on the industrial revolution.</p> <p>To apply a range of vocabulary and sentence structures for clarity,</p>	<p>University Challenge:</p> <p>Community</p> <p>Modern Drama: Noughts and Crosses (play version) or Blood Brothers</p> <p>Context: Students will be reading a play, focusing on enhancing their spoken language skills. Students will have the opportunity to role play key scenes and finally they will write an essay on the play as a final assessment.</p> <p>Skills: Self-evaluation and reflective writing.</p> <p>To use PEAL effectively making inferred links to surrounding modern issues.</p> <p>To Role Play key scenes and interpret characterisation in a convincing way.</p> <p>To use non-verbal modes of communication to express an idea/theme present in the play.</p>

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	<p>Inferring meaning from reading text.</p>				<p>purpose and effect, with accurate spelling and punctuation in creating diary entries.</p> <p>To analyse historical 19th century context as presented by Dickens</p> <p>To compare authorial methods in Gothic Literature.</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>To explore and understand the historical Context surrounding the play.</p>
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