**Long Term Plan 2018-19**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** | **English** | **Year group:** | **8** |
| **Teacher(s):** | **Ms Nicola Tully** | | |

|  |  |
| --- | --- |
| **Term 1:** | |
| **Title** | **Summary** |
| **Unit 1:**  **Travel writing**  A selection of non-fiction articles from different travel writers | Students explore a range of non-fiction travel texts and apply their knowledge by writing their own travel guide.  Writing to inform  Writing to Persuade  Reading for meaning  Understanding the author’s craft  Writing to inform  Speaking and listening activities |
| **Unit 2:**  **Novel: ‘A Christmas Carol’**  **Cultural Literary Heritage with the**  **focus on Charles Dickens** | Students learn more about the cultural heritage of English Literature and study a full Dickens text.  Infer and deduce meanings, recognising the writers’ intentions  Analysing and evaluating written language to appreciate how meaning is shaped.  Understand how Dicken’s use of language and rhetorical, grammatical and literary features influence the reader  Understanding how Dickens presents ideas, themes and characters to have an impact on the reader  Use increasingly advanced analytical vocabulary to explore the effects of varied linguistic and literary techniques – how does Dickens use these to achieve particular effects |
| **Spellathon (to be integrated across Units 1&2 in the form of spelling tests, home learning and starters)** | Demonstrating a secure understanding of the conventions of written language, including grammar, **spelling** and punctuation. |
|  | |
| **Term 2:** | |
| **Title** | **Summary** |
| **Unit 3:**  **Novel; ‘Tins’ by Alex Shearer**  Reading of whole text: | Focus on analysing a whole text for meaning  Understand Johnson’s craft as a writer: understand how linguistic features, literary devices and effects contribute to text  Analytical writing using PEEAL  Writing to review; Speaking and listening activities |
| **Unit 4:**  **War Poetry** | Explore poets and poetry from different poets, times of conflict and its effect on us  Investigate how poets use language and devices, rhythm and structure to create effects  Gain a sense of the English literary heritage and engage with important texts in it.  Understand authorial perspective  Understand the effects of historical and social contexts upon texts  Speaking and listening activities |
|  | |
| **Term 3:** | |
| **Title** |  |
|  |  |
| **Unit 5:**  **Discursive writing**  **Focus on Animal Rights** | Present information and points of view clearly and appropriately in different contexts  Engage an audience using a range of techniques to explore, enrich and explain their ideas in both writing and speaking |
| **Unit 6:**  **Drama: Macbeth**  **AND**  **Reading and Writing Skills [prep for examination]** | Introduction to a full Shakespeare text looking at both the overall story and analysing specific extracts.  Infer and deduce meanings, recognising the playwrights’ intentions  Analysing and evaluating written language to appreciate how meaning is shaped.  Understand how Shakespeare’s use of language and rhetorical, grammatical and literary features influence the reader  Understanding how Shakespeare presents ideas to have an impact on the audience  Use increasingly advanced analytical vocabulary to explore the effects of varied linguistic and literary techniques – how does Shakespeare use these to achieve particular effects |
| **Students will spend some sessions in the library for library lessons and will present both verbal and written book reviews.**  **Aims:**  **To raise awareness of different text types and literary genres**  **To improve reading records of all students**  **To facilitate discussion and oral tasks based on student reading**  **To discuss reading interests and preferences, and sustain individual reading for pleasure**  **Students will record their reading in chart at the back of their exercise books which must be signed and dated by parents. They will then be awarded one housepoint for every two books read in the whole school year.** | |