

Long Term Planning Year 8

Autumn 1 (7 weeks)		Autumn 2 (7 Weeks)		Spring 1 (6 Weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term	
I before e Magic e / split digraphs Silent letters G/K	Active Voice Passive Voice Register	Synonyms Antonyms Consonant doubling	Standard English Accent & dialect Idiolect	Plurals Y to ies Homonyms	Sing/plural pronoun Received pronunciation Americanisms	Homophones	Comparatives Superlatives Who/whom	Inite endings Adding ing / er well/good confusion 's' and 'c' spelling confusion	Verb agreement I or one Less or fewer	affect/effect confusion except/accept confusion Able / ible Desperate/separa te	Could of / Could have Gerunds A lot / A Little
Poetry  Department poetry anthology	Modern Novel  Storm breaker, Stone Cold, I am Number Four, Short Stories, The Weight of Water, The Book Thief Coraline	Pre 1914 Short Stories  The Tell Tale Heart The Withered Arm The Signalman The Ghost Walk (Not 8U1)	Modern Drama  Kindertransport A View From the Bridge The Tragic Fate of Humpty Brother in the Land Frankenstein	Shakespeare  Richard III The Tempest The Merchant of Venice Twelfth Night	Non-Fiction (Speaking and Listening)  Media and Non-Fiction unit Words Against Discrimination.	In year 7 students are presented with the concept of texts as a construct, and this year they will move on to explore how the context of poetry informs the study of it. They will explore how to make connections between texts and their time periods as well as the effect of the methods employed by poets to convey their meaning and central themes.	During this opening unit of work, we revisit the skills students developed in year 7. Now that they have a grounding in writing reading response paragraphs, they will move to develop their analysis of writer's methods into structure as well as language. We develop work on characterisation in particular, and look at the development of setting and atmosphere and this culminates in a creative assessment task.	Following on from the study of modern narrative texts, students move on to explore Victorian narratives as a precursor to their study at GCSE. They explore not only the development of meaning through the methods used, but also the influence of the context of the Victorian period. This culminates in students emulating the conventions and methods in their own piece of writing.	Once students have learned the methods used by writers to engage their readers, they explore performance and dramatic conventions. They work with modern drama texts to develop their knowledge of dramatic forms and techniques.	Building on their knowledge of writers' methods and dramatic forms, students tackle a more complex Shakespeare text. They bring together all of their skills from earlier in the term, in order to combine knowledge of methods with context and connect this to their study of a day in the life of Shakespeare for the Summer term homework project.	The year concludes with a non-fiction unit weaving in SMSC topics such as: racism, disability discrimination and gender inequality in the media. In this unit, students are asked to consider complex and challenging topics which require thoughtful and sensitive responses, which culminates in a spoken language assessment where they explore and express their own views, following the conventions of non-fiction writing and speeches.
Personal Development: Explores own traditions in contrast to other cultures. Exploring the meaning of culture and the traditions embedded within cultures. Identity poetry in year 8 deals with how people are viewed, and unsafe relationships, as well as loving and secure relationships and the dynamics within them. They also deal with concepts such as peer pressure, and recognising dangerous situations.	Personal Development: Weight of Water – exploring race and rhetoric and immigration as a topic. Stone Cold – exploring homelessness and social responsibilities. The Book Thief explores death and the Holocaust. Relationships and parent and child relationships covered in the year 7 novels. Weight of Water looks at online abuse and recognising healthy and unhealthy relationships.	Personal Development: students explore cultural tales and develop their own creative ability in responding to a stimulus.	Personal Development: All of these texts deal with relationships and explore both healthy and unhealthy elements of those relationships. They deal with homophobia, bullying, racism, family relationships, and obsession.	Personal Development: Considering morality in terms of the Kindertransport / Richard III etc. All texts deal with moral dilemmas and working through overcoming them.	Personal Development: Non-Fiction Scheme explores where to look for trustworthy messaging and how to form own opinions in the light of confusing messages. The Shakespeare texts all look at how relationships can become toxic. They explore both parent and child relationships as well as marital relationships and all deal with exclusion from society and racism / otherness.						
Assessment window 1 Poetry Reading Assessment Creative study of a novel	Data Deadline ½ term 1 End of autumn 1	Assessment window 2 Pre-1914 writing assessment – Own story following the gothic generic conventions. Modern drama spoken language assessment	Data Deadline ½ term 2 End of Spring 2	Assessment window 3 Shakespeare assessment Non Fiction – speech and creative task	Data Deadline ½ term 3 End of Summer 2						
Homework		Homework		Homework							
SPAG Quizzes on show my homework set weekly to reflect on the skills taught across the term.		SPAG Quizzes on show my homework set weekly to reflect on the skills taught across the term.		Fairground Project homework culminating in SMSC trip to Pleasurewood Hills.							