

## OVERVIEW

In English we offer an inclusive curriculum that provides the opportunity to encounter a wide range of texts written by diverse voices. It aims to engage and inspire students to develop a love of literature and master the written and oral skills required for life.

In Year 8 we aim for students to gain an understanding of how to analyse specific language and structural methods used within a variety of texts and genres.

## Autumn

**Gothic Literature: *Dracula***

- Students will learn about how Bram Stoker characterises Dracula as a typical gothic villain using different gothic conventions. Students will learn how to mirror Stoker's style in their own pieces of descriptive writing.

**Shakespeare *Richard III***

- Students will learn about how Shakespeare uses language and structure to present women in his plays.

**Assessment:**

**Big Write: *Descriptive writing*** – Write a description of a repulsive character.

**Big Write: *Shakespeare*** - Analysing use of language to characterise Richard.

## Spring

**Mid-year assessment – *Richard III*; *Creative writing*****Non-Fiction text – *I am Malala***

- Students will learn how Malala Yousafzai uses language and structural methods to convey their message in 'I am Malala', particularly centring around the theme of social injustice. Students will learn to compare the anchor text with other texts on social injustice.

**Dystopian short stories**

- Students will learn the conventions of Dystopian literature and focus on the specific language and structural features that a writer uses to convey their ideas.

**Assessment:**

**Big Write: *Non-fiction***- Analysing the use of pronouns for impact

**Big Write: *Dystopian short stories*** – Analysing specific features used in 'The Pedestrian'

## Summer

**Social Justice Poetry**

- Students will learn about how a writer uses specific language, structure and form in poem to convey their message.

**End of Year assessment – *Dystopian short stories*; *Creative writing*****20<sup>th</sup> Century Play - *Pygmalion* by George Bernard Shaw**

- Students will study the specific conventions of a 20th Century play and consider how the writer uses them to explore ideas about the role of women and class.

**Assessment:**

**Big write: *Poetry*** – Analyse the use of language, structure and form in 'The Chimney Sweeper'.

**Big write: *Pygmalion*** – Analyse how Bernard Shaw establishes idea about Eliza's class.

**Useful resources for supporting your child at home:**

- CGP KS3 English workbook.
- CGP KS3 Spelling, punctuation and grammar workbook.
- Read at home for at least 20 minutes a day.

**Homework:**

Students will complete 2 lessons of Bedrock every week. Bedrock is a digital platform that enables students to improve their vocabulary. Students engage in activities that are appropriate for their stage of learning.