

English Year 8 Curriculum Progress Map

Term	Autumn Term A	Autumn Term B	Spring Term A and B	Summer Term A	Summer Term B
<p>Students will know...</p>	<p>how non-fiction and media texts are effective by analysing key techniques writers use for different purposes and emulating style/key techniques</p>	<p>the plot, character, context and key themes presented in a Shakespeare play</p>	<p>how to analyse character, plot, setting and embed context In a GCSE format</p>	<p>how studying poetry enriches their cultural life by studying of poetry from other cultures. How to write about their identity in poetry</p>	<p>how to create character, setting develop a plot and understand and emulate structural/stylistic techniques</p>
<p>Students will be able to...</p>	<ul style="list-style-type: none"> • read and analyse a range of texts • consider the theme of persuasive language/emotive language and rhetoric • understand how purpose, tone and audience can shape a text • create a range of persuasive text types emulating the style of a particular journalist/writer • reflect on what elements make a successful persuasive text description. • develop their reflective and critical powers using green pen to develop, edit and improve their own work 	<ul style="list-style-type: none"> • understand plot and character development • demonstrate inference • create a clear argument • select key/relevant quotations and deconstruct them, using inference identify key techniques used and consider their effectiveness • embed single word evidence from the text • identify the purpose and intended effect of the key scene/key moment in the play and articulate it demonstrate inference • start to develop a synoptic view of a whole text, • make comparisons across a text • understand how context shapes meaning 	<ul style="list-style-type: none"> • read a complete novel • analyse a range of extracts from the chosen novel • Understand key structural terms • incorporate aspects of historical and social context into their PEAL analysis • deconstruct key/relevant quotations and are able to understand why a writer has used the quotation and what it might suggest about a character/theme to support their point • identify a range of techniques, and understanding the effect they create within a text 	<ul style="list-style-type: none"> • read and analyse a range of poetry • develop knowledge of poetic terms, poet and poetic voice • deconstruct poems • consider the use of colloquial and vernacular language and language • develop a critical and thoughtful reaction to the speaking and writing of other languages • develop empathy through learning about the experiences of others across the world • write a poem to celebrate their own cultural identity emulating the style of a studied poet, and create an identity collage 	<ul style="list-style-type: none"> • read and analyse a range of pre and post 20th century short stories, • Develop an understanding of structure through a text, including exposition, rising action, climax, falling action and to be able to emulate this structure • Create engaging short stories in the style of a chosen author, and implement specific short story structural techniques • use a range of descriptive and linguistic techniques • develop their reflective and critical powers using green pen to develop, edit and improve their own work

Key Assessments	KAT 1: Emulated style opinion article KAT 2: Extended opinion article	KAT 1: Poster exploring character, costume and theme in Act 1 Sc 1 KAT 2: Extended analytical response – whole text	KAT1: S&L presentation on character or theme KAT2: Close analysis of opening of novel	KAT1: Analysis of poem KAT 2: Collage on poems studied/writing own poem	KAT1: Descriptive writing – emulated style
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Range of expected key stage 3 levels for Year 8 English	Autumn term 2A-3C	Spring Term 3C – 3B	Summer Term 3B- 3A
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