42	43	44	45	46
17-Jun	24-Jun	01-Jul	08-Jul	15-Jul
19th Century Fiction – The Gothic: *Frankenstein*	**19th Century Fiction – The Gothic: *Jane Eyre***	**19th Century Fiction – The Gothic: *Dracula***	**19th Century Fiction – The Gothic: *Spellbound***	**19th Century Fiction – The Gothic: *Jekyll and Hyde***
Narrative and Descriptive Writing • Cultivate an enthusiasm for creating different types of writing • Develop reading comprehension skills • Make contextual links between different types of texts • Build familiarity with how writing is constructed at text, paragraph and sentence level • Compose an increasingly effective range of sentence structures and language techniques to creatively communicate character and atmosphere • Develop and employ an exciting range of vocabulary				
SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day

***English* Year 8 grades 3-8 long term plan**

	Assessment weeks
	Moderation week
	Data Capture
	2 week STAR marking window
	Exit Poll

Key Skills to be Covered

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
W/C Date	03-Sep	10-Sep	17-Sep	24-Sep	01-Oct	08-Oct	15-Oct		29-Oct	05-Nov	12-Nov	19-Nov	26-Nov	03-Dec	10-Dec	17-Dec		
Topic	**Novel** ***The Hunger Games***								**Novel** ***The Hunger Games***									
Key Objectives	**Textual analysis (context / language / structure)** • Develop reading comprehension skills • Identify and analyse important themes, characters and contextual factors across a range of texts • Apply critical reading skills, focusing specifically on how authors use linguistic and structural features to influence their reader • Memorise and relate key quotations and technical vocabulary • Develop explanatory and analytical writing skills through PEEL								**Narrative and Descriptive Writing** • Cultivate an enthusiasm for creating different types of writing • Develop reading comprehension skills • Make contextual links between different types of texts • Build familiarity with how writing is constructed at text, paragraph and sentence level • Compose an increasingly effective range of sentence structures and language techniques to creatively communicate character and atmosphere • Develop and employ an exciting range of vocabulary								
Assessment				**Reading Assessment**									**Writing Assessment**					
Homework	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		

Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
W/C Date	07-Jan	14-Jan	21-Jan	28-Jan	04-Feb	11-Feb		25-Feb	04-Mar	11-Mar	18-Mar	25-Mar	01-Apr	08-Apr		
Topic	***Twelfth Night*** **Shakespeare and his Plot**	***Twelfth Night*** **Plot and characters**	***Twelfth Night*** **Comedy in A1, Sc3 & Comparing Attitudes to Love**	***Twelfth Night*** **Malvolio & Practise Assessment**	***Twelfth Night*** **Assessment & Hidden Scene**	***Twelfth Night*** **Audition Tape OR Writer's Block**		**Protest Poetry Introduction to Protest & Write your own performance poem**	**Protest Poetry *First They Came***	**Protest Poetry *Nothing's Changed***	**Protest Poetry *I Am Not That Woman***	**Protest Poetry *The Chimney Sweeper***	**Protest Poetry *To A Mouse***	**Protest Poetry Assessment**		
Key Objectives	**PEEL essay** • Develop reading comprehension skills • Make links with contextual factors • Recognise key themes, making connections within the text • Apply close critical reading skills, focusing specifically on how Shakespeare uses language to influence the audience in a specific section of the play • Memorise and relate key quotations / technical vocabulary • Develop and refine analytical writing skills through PEEL							**PEEL essay** • Develop reading comprehension skills • Understand links between texts and contextual factors • Apply critical reading skills, focusing of a range of linguistic and structural features • Make links between texts – offering comparisons and contrasts • Memorise and relate key quotations / technical vocabulary • Develop comparative, explanatory and analytical writing skills through PEEL • Practise and employ dramatic speaking and listening skills that respond to others and engage an audience							
Assessment																
Homework	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		

Week	35	36	37	38	39	40	41	42	43	44	45	46
W/C Date	29-Apr	06-May	13-May	20-May		03-Jun	10-Jun	17-Jun	24-Jun	01-Jul	08-Jul	15-Jul
Topic	**Non-Fiction - The Titanic**					**Spoken Language – The Titanic**		**Dystopias**				
Key Objectives	**Textual analysis (context / language / structure)** • Foster a love of reading non-fiction and an appreciation of the English language • Develop reading comprehension skills • Identify and analyse links between texts and contextual factors • Apply critical reading skills, focusing specifically on how authors use linguistic and structural features to influence their readers • Memorise and understand technical vocabulary • Make links between texts – comparisons and contrasts • Develop and refine explanatory, analytical and comparative writing skills through PEEL					**Non-examination Assessment: Spoken Language** **AO7:** demonstrate presentation skills in a formal setting **AO8:** listen and respond appropriately to spoken language, including to questions and feedback on presentations **AO9:** use spoken Standard English effectively in speeches and presentations.		**Narrative and Descriptive Writing** • Cultivate an enthusiasm for creating different types of writing • Develop reading comprehension skills • Make contextual links between different types of texts • Build familiarity with how writing is constructed at text, paragraph and sentence level • Compose an increasingly effective range of sentence structures and language techniques to creatively communicate character and atmosphere • Develop and employ an exciting range of vocabulary				
Assessment												

	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day		SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day	SAM – SPAG/vocab 20mins AR reading/day