



SAINT JOHN WALL CATHOLIC SCHOOL

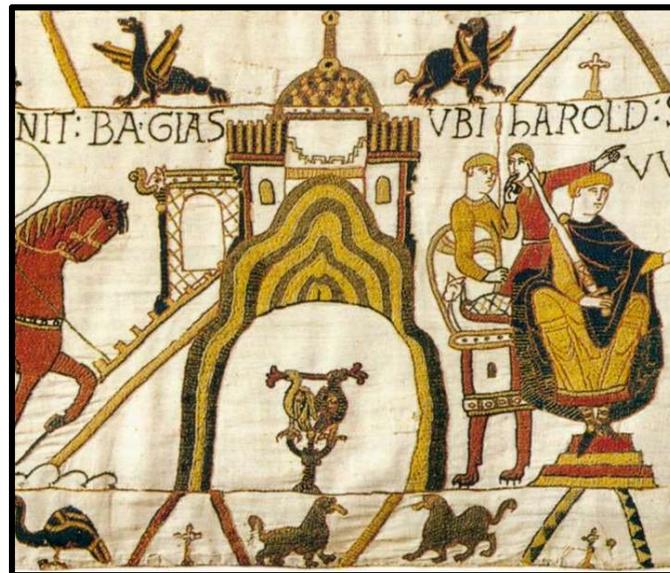
A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS3 Year 8 English



Year 8 English Scheme of Work Overview

Sequencing of topics	Term one: 19 th century novel- Oliver Twist and weekly opportunities for extended writing. Term two: A Midsummer Night's Dream and transactional writing- writing to persuade and argue.	Term three: Poetry from other cultures and weekly opportunities for extended writing.
Calendared assessments	Term one: End of term assessment- exploring the character of Bill Sykes Term two: End of term assessment- transactional writing- to persuade or argue and extended reading task commenting on a character or theme from the play. Term three: End of term assessment- extended reading task based upon the modern novel/ creation of own poetry.	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><u>Cross curricular:</u> 2019: RE and English are working together to promote the Words of Unity poetry competition for all year groups. The introduction, conditions and impact of workhouses are taught in History- year 8 term one.</p> <p><u>SJW Values:</u> Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve. Compassionate and loving- when learning about the plight of children in Oliver Twist. Curious and active- when following the multiple plot paths in A Midsummer Night's Dream</p> <p><u>SMSCV:</u> -Exploring cultural diversity and heritage in poems from different cultures and traditions. -Considering what is morally right and wrong when examining the actions and motivations of different characters.</p>	
Progression model	What <u>knowledge</u> will pupils develop? <i>(Including key terminology)</i>	What <u>skills</u> will pupils develop? <i>(Including literacy & Numeracy)</i>
	<ul style="list-style-type: none"> ➤ Weekly writing tasks (both creative and transactional), will aid understanding and consolidation of linguistic devices and how to incorporate them into extended writing pieces. ➤ Students will develop their knowledge of how characters are presented in texts from different time periods and genres. ➤ Students will understand how to respond to texts- learning how to form topic sentences, to support their understanding and explore their intended meaning. 	<ul style="list-style-type: none"> ● Students will begin to develop their written responses to whole Literature texts. ● Through weekly writing tasks (both creative and transactional) and the incorporation of GOSSIP, students will practise incorporating different linguistic features to engage their reader. ● Students will develop their independent reading skills through regular whole group reading for pleasure. ● Through the use and application of tier 2 and 3 vocabulary, students will begin to use more academic vocabulary in both their speech and writing.
Development homework	- Each half term has a bank of development homeworks that are linked to the concepts and texts being studied. The options cover a range of skills, including creative, transactional, research based and wider reading.	