

WHAT ARE THE BIG AIMS OF YEAR 8?

To develop the skills learned in Year 7. To experience and produce a range of texts produced for different purposes in different time periods, and encourage reading for pleasure. To demonstrate understanding of texts and ideas through a range of forms of writing.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

They will have a sound understanding of how to approach and explain the writing of a range of texts, They will have the knowledge, skills to apply what they have seen in reading to their own writing.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- key ideas and themes: love, dystopia, writing for a purpose
- conventions of different genres and forms:
Shakespearean drama, dystopian novel, poetry, non-fiction writing
- range of punctuation and grammatical structures
- range of varied vocabulary and language techniques

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- how to compare and contrast different texts and characters
- craft ideas purposefully
- use more ambitious and sophisticated punctuation and vocabulary for effect
- identify and explain the effect of writer's methods
- articulate and justify thoughts and opinions
- select and apply appropriate reading strategies to different texts

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- how to use specific punctuation for effect
- identifying the purpose or effect of a method

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

- Evaluate how the theme of love is presented in Romeo and Juliet (and other texts) – to demonstrate knowledge of how writer’s use language to convey a theme (language of love) and develop the skill of selecting relevant textual details and evaluating the effectiveness of the writer’s language choices.
- Write a magazine article for a gossip column comparing Romeo’s love for Rosaline to his love for Juliet – to demonstrate the knowledge of the theme of love within the play, characters viewpoint and to practise the skill of writing to compare, while maintaining a role in an extended piece of writing.
- Justify their view of and response to the dystopian genre – to demonstrate knowledge of the dystopian genre and its conventions and to identify relevant textual reference to support and justify their judgement on the extract as a model of dystopian fiction.
- Write the opening for a piece of dystopian fiction – to demonstrate knowledge of the dystopian genre and its conventions and to develop the skill of writing creatively and conscious crafting for a specific genre.
- To comment on how a writer informs and engages their audience in the travel writing genre – to demonstrate knowledge of the language and conventions of travel writing and develop the skill of justifying and evaluating the effectiveness of the text.
- Write an extended informative and engaging piece of writing – to demonstrate knowledge of how writer’s inform and engage their audience and to develop the skill of