

What is my child studying in English? Basic information for Year 8.

Half term	Theme/topic	What students will learn	Key summative assessments	How you can support them at home
1.	Prose: Novel The Graveyard Book	<p>Students will be reading and exploring the novel 'The graveyard book' by Neil Gaiman.</p> <p>Literature focus on: – critical style which develops response with textual reference – analyse writers' use of structure and form to create meaning/effect</p> <p>LANGUAGE focus on: evaluate texts critically and support with textual reference</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Writing: Diary entry written in role as one of the characters.</p>	<ul style="list-style-type: none"> • Talk to them about their work in class. • Keep an eye on the home learning set on SatchelOne. • Ensure they have a reading book and are completing the reading record book regularly. • Do they have a quiet space to work that will allow them to focus? • Look out for the English Newsletter which has more detail on for each specific unit.
2	Non-Fiction: Healthy Living study.	<p>Students will be reading and exploring a range of non-fiction texts and text types to study how the topic of healthy living is portrayed in the media.</p> <p>Non-fiction: Persuasive writing and representation in media 'Healthy living'.</p> <p>Language focus on: To use a clear, effective and imaginative tone, style and grammar and to employ a range of vocabulary, sentences, spelling and punctuation</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: A 10 mark question based on an article</p> <p>Writing: A persuasive article about a healthy living topic.</p>	<p>Look out for articles in newspapers, on social media and in the news that are reporting on healthy lifestyle choices. Discuss with your child: What is the point of view they are portraying? Are they using sensationalist language? Are they biased? Is this a persuasive text?</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 8 spelling list or linked to the novel being studied.</p>
3	Literary heritage study: Dickensian London	<p>Students will be exploring a range of texts that were written during Victorian times or about Victorian London. We will delve into Dickens' life and context and look for evidence of his real life experiences within his own writing.</p>	<p>Main assessed outcome:</p> <p>Writing: A persuasive letter to a newspaper</p>	<p>Look out for novels or adaptations of Dickens novels that you could enjoy together such as Oliver Twist, Great Expectations or A Christmas Carol. Ask your child to share what they know about Dickensian London and look out for it in Dickens' work.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could</p>

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		<p>Literary heritage study: Dickensian London</p> <p>Language focus on- To understand relationships between texts and contexts- Analyse writers’ use of structure and form to create meaning</p>	<p>about an issue from Victorian London i.e. the treatment of the poor.</p>	<p>discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 8 spelling list or linked the novel being studied.</p>
4	<p>Voices from around the world</p>	<p>Students will be focusing on a range of extracts from modern novels whose authors or main characters have a voice that is from another culture or tradition. We are trying to establish a broader range of representation in texts covered and this unit allows students to experience snippets and extracts from books that they will, hopefully, want to go on and read in full.</p> <p>Students will also focus on a specific skill/technique used by the writer in their own writing, encouraging students to find their own voice.</p> <p>Voices from around the world</p> <p>Modern language fiction focus on- Explain and analyse language/structure by using specific terminology</p>	<p>Main assessed outcome:</p> <p>Reading: Comprehension questions based on extracts.</p>	<p>Links to the novels, articles surrounding the topics the novel covers and film adaptations will be shared with your child. Have a look at these resources with them and talk about the issues raised and perhaps read one of the novels together or watch the film adaptation.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 8 spelling list or linked the novel being studied.</p>
		<p>Spellings for the term – see separate sheet</p>		
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5	The Tempest	<p>Drama Shakespeare – Tempest Literature focus on- analyse writers’ use of structure and form to create meaning/effect – understand relationships between texts and contexts Language focus on: – Speaking and listening with debate.</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcomes:</p> <p>Reading: Essay ‘Is Caliban a monster?’</p>	<p>Students will be issued a ‘Tempest’ knowledge organiser via go4schools. Each week, students will be expected to complete a memory recall exercise from the Knowledge Organiser as directed by their class teacher.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 7 spelling list or linked the novel being studied.</p>
6	Poetry with the theme of ‘relationships’.	<p>Poetry: Relationships Literature focus on- – critical style which develops response with textual reference – analyse writers’ use of structure and form to create meaning/effect</p> <p>Spellings for the term – see separate sheet</p>	<p>Main assessed outcome:</p> <p>Reading: Essay comparing two poems ‘How is the relationship presented in the two poems?’.</p>	<p>Students will be issued an ‘Unseen poetry’ knowledge organiser via satchelOne and in their books. You could use this as a prompt to discuss the main plot and elements of the poems with them.</p> <p>Literacy Each week the students will be re-capping and revising core SPAG elements from both the KS2 and KS3 curriculum. We will also set quizzes on SatchelOne based on the literacy covered in class. You could discuss what the focus of the week is with them and ask them to explain the grammar rule or punctuation use being revised that week.</p> <p>Spellings: Each week your child will be issued with new spellings to learn. The spellings may be from the year 8 spelling list or linked the novel being studied.</p>

We encourage all parents and carers to help their young person build the necessary skills required for the more taxing curriculum in KS3. Here are a few ways you can assist your young person at home:

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1. Help them with the memorisation of the key material on the knowledge organisers if there is one for that unit. Quiz them at home and encourage your young person to self-quiz.
2. Look at the spelling and grammar homework set for the week. Quiz them at home follow simple strategies such as 'look, cover, say, write' or writing sentences with the spelling words in. Help them spot the grammar learned for the week in writing around the home or in everyday items such a newspapers, magazines or adverts.
3. Read through your young person's English exercise book. Ask them questions about the work so they re-cap and re-call work covered in class. If you identify gaps in knowledge or uncertainty then use the knowledge organiser to help. If any spelling or grammar errors are identified within their work, you could ask your young person to correct it and help them to learn it correctly.
4. All students in years 7, 8 and 9 are encouraged to have a personal reading book to read in tutor time and at home. They will also have a reading record book to complete if it in years 7 or 8. Sit and read with them. Ask questions about the plot, main character and setting. If they are studying a novel in English they will be given a copy of the novel to read at home too if they wish. Ask them to read this to you too. We shall be sending home bookmarks with questions you could ask them as they read.
5. Read lists will be sent out regularly to encourage reading and discussion about books.