

RGS English Term 1 – Year 8 Novel Study

Knowledge

- Revise the story arc from year 7
- Flashback
- Revise hooking techniques from year 7 and build on those to add complexity to help year 8 pupils achieve a more subtle approach
- The main character archetypes - protagonist, antagonist, mentor, temptor (antagonist assistant although not always with knowledge of antagonist), sidekick, sceptic, emotional, logical and love interest.
- Revise and teach a range of different ways of constructing sentences to make sure that sentence structure repetition is avoided
- Revise speech punctuation
- English tenses - simple present, simple past, future simple, all continuous and conditional.
- Study extracts or a short story from 19th Century prose

Skills

- Using a consequences map to help plot a narrative
- Ending a story
- Starting at a moment of action rather than an introductory descriptive paragraph
- Explore the development of characters - how the hero changes
- Redrafting to improve - recognising that the first draft is always the worst draft
- Building vocabulary through reading, games and thesaurus work
- Varying sentence lengths and structures for effect
- Varying style for purpose/audience/form
- Explore the deeper meanings and ideas of the novel studies
- Identify themes and discuss those themes - both their impact on individual student and impact on different readerships
- Explore how Dicken's creates character



Mark Schemes

Assessment of Novel Study

1. Can you act in a dramatic role? (Slaf3)
2. Can you describe a story arc? (Raf4)
3. Can you write an analytical response to an aspect of your class novel? (Raf 2,5,6)
4. Can you contribute and develop ideas in a debate? (Slaf 4)
5. Can you write an engaging narrative? (all Wafs)

RGS English Term 2 – Year 8 The Natural World

Knowledge

- To revise and learn technical terminology of poetry - specifically - alliteration, rhyme, half-rhyme, end rhyme, rhyme scheme, onomatopoeia, litotes, caesura
- Stylistic conventions of narrative poetry
- Stylistic conventions of discursive writing
- Know Beowulf/The Lady of Shalott and Jabberwocky.
- Revise metaphor and simile from Novel Study
- Know the basic timeline of invasion and settlement 500-1066 in England
- Conventions of epic Old English poetry - alliteration, kennings, litotes, caesura
- A whole Old English poem ('The Seafarer')
- The impact of figurative language and compound nouns
- Impact of Norse on the English language
- The oral tradition's impact on poetry

Skills

- Development of key ideas
- Effective planning (adding on to planning and drafting in term 1)
- Creating a counter-argument and anticipating reader reactions
- Summarising and organising material
- Using conjunctions for cohesion (adding on to 'a range of conjunctions' in term 1)
- Experiment with linear and non-linear storytelling through narrative poem
- Explore the impact of figurative language
- Explore the impact of poetic structure
- Consider the impact of rhythm and rhyme in poetry
- Trace how the narrative form has changed over time → oral epic → Beowulf → ballad → Jabberwocky (and any other poems you wish to insert in between)
- Using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Assessment of Narrative Poetry

6. Can you plan and present a news bulletin? (Slaf 3,4)
7. Can you write a newspaper article? (Waf 2,3,4,6)
8. Can you create a descriptive piece of writing? (Waf 1,5,7,8)
9. Can you write an analytical response to poetry? (Raf 3,4,5,6,)
10. Do Natural World documentaries and Podcasts contain the same features? (Raf 2,7)



Mark Schemes

RGS English Term 3 – Year 8 Shakespeare and Film

Skills

- Develop an appreciation and love of reading increasingly challenging material
- To make inferences and refer to evidence in the text
- Summarising and paraphrasing
- Study setting, plot, characterisation and the effects of these
- To understand the choices of a director
- To improvise, rehearse and perform play scripts
- The etymology of English
- Analysis of different influences, dialects and languages resulting from this
- Developing skills in using specific Age (era)-related English
- Basic terminology (to enable students to talk about etymology) and grammar
- Vocabulary: phonetics, dialect, lexical/lexicon, semantic field, synonyms
- Creating a language guide for peers
- Dictionary skills in finding root words
- Analysing own language use and influences
- Regional variation
- Writing to Review
- Comparing the directors' decisions in different versions of 'A Midsummer Night Dream'
- Familiarise with the exam style questions

Knowledge

- How language is a living thing through research and social changes
- Development of language over specific periods
- How to research language and dialect
- Knowledge of grammar, phonetics, lexicon, semantic field.
- Shakespeare's use of setting, language, names and structure.



Mark Schemes

Assessment of Shakespeare and Film

11. Reading Exam
12. Writing Exam