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)

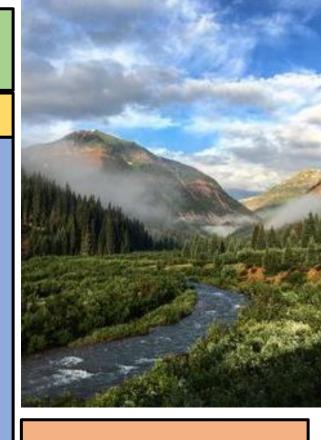
RGS English Term 2 – Year 8 The Natural World

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



Mark Schemes

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)

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