

Key Learning Concepts Year 8
English

Topic	Emerging	Developing	Secure	Mastering
Autumn HT1 <u>Literature</u> <i>Shakespeare</i>	Re-tells the story in the extract	Attempts to answer the question Largely narrative response Makes references to the text Attempts to comment on the texts	Response is focused on question Relevant quotations Clear inferences Begins to comment on structure Beginning to use technical vocabulary	Response fully deals with the question Well-chosen quotations Range of comments on language and structure Range of technical vocabulary
<u>Language</u> <i>Evaluate</i>	Describes ideas, events, themes or settings. Limited assertions are offered about the text. The use of references is limited.	Comments on ideas, events, themes or settings. Straightforward opinions with limited judgements are offered about the text. The selection of references is valid, but not developed	Explanation of ideas, events, themes or settings. Informed judgement is offered about the text. The selection of references is appropriate and relevant to the points being made.	Evaluation of ideas, events, themes or settings. There is a sustained and detached critical overview and judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the points being made
Autumn HT2 <u>Literature</u> <i>Other Drama</i>	Re-tells the story Limited understanding of context Can spell simple words	Largely narrative with some reference to text Makes reference to context can spell some complex words	Recognition of writer's ideals well-chosen textual references Links context to text Can spell a range of complex words	Fully understanding writer's intentions Effect on the reader explored Correct terminology Embedded quotes Confident understanding of how context influences the text Spelling is mostly accurate
<u>Language</u> <i>Imaginative Writing</i>	Little understanding of purpose and audience Limited vocabulary Limited use of punctuation Can spell simple words	Correct use of form Makes an attempt at the purpose Suitable for audience Attempts to use language features Use of paragraphs Range of simple punctuation Can spell some complex words	Confident understanding of purpose Aptly chosen vocabulary for audience Consistent use of language features Range of sophisticated punctuation Can spell a range of complex words	Writing is engaging Language is closely suited to purpose and audience well-structured response Language features are chosen for effect Punctuation used for effect Spelling is mostly accurate Response fully deals with the question

<p>Spring HT3 Literature <i>Prose</i></p> <p>Language Paper 2 <i>Compare</i></p>	<p>Re-tells the story in the extract</p> <p>The response does not compare the texts. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references is limited.</p>	<p>Attempts to answer the question Largely narrative response Makes references to the text Attempts to comment on the text</p> <p>The response considers obvious comparisons between the texts. Comments on writers' ideas and perspectives, including theme, language and/or structure. The selection of references is valid, but not developed.</p>	<p>Response is focused on question Relevant quotations Clear inferences Begins to comment on structure Begins to use technical vocabulary</p> <p>The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives including theme, language and/or structure. The selection of references is appropriate and relevant to the points being made.</p>	<p>Well-chosen quotations Range of comments on language and structure Range of technical vocabulary</p> <p>The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts, they are discriminating, and clarify the points being made.</p>
<p>Spring HT4 Literature <i>Poetry</i></p> <p>Language Transactional Writing</p>	<p>There is little or no comparison of the two poems. Re-tells the story in both poems Some context</p> <p>Little understanding of purpose and audience Limited vocabulary Limited use of punctuation Can spell simple words</p>	<p>Some comparisons with obvious similarities and differences, supported with some ideas from the poems. Some awareness of the poet's use of language is shown Limited use of relevant subject terminology There is some awareness of relevant context, may link to poem</p> <p>Correct use of form Makes an attempt at the purpose Suitable for audience Attempts to use language features Use of paragraphs Range of simple punctuation Can spell some complex words</p>	<p>Compares and contrasts a range of points and considers some similarities and differences Some understanding of form and/or structure Relevant quotes selected Some relevant subject terminology is used to support examples given. Relevant context</p> <p>Confident understanding of purpose Aptly chosen vocabulary for audience Consistent use of language features Range of sophisticated punctuation Can spell a range of complex words</p>	<p>Detailed understanding of comparisons, linked in with context Grasps form and structure considers effect of language on the reader well-chosen quotes Subject terminology used accurately</p> <p>Writing is engaging Language is closely suited to purpose and audience well-structured response Language features are chosen for effect Punctuation used for effect Spelling is mostly accurate Response fully deals with the question</p>

<p>Summer HT5 Literature <i>Shakespeare Elsewhere</i></p>	<p>The response is simple with little personal response. There is little evidence of a critical style. Little reference is made to the content or themes of the play. There is little awareness of context and little comment on the relationship between text and context.</p>	<p>The response may be largely narrative but has some elements of personal response. There is some evidence of a critical style but it is not always applied securely. Some valid points are made, but without consistent or secure focus. There is some awareness of relevant context and some comment on the relationship between text and context.</p>	<p>The response has a developed personal response and thorough engagement, fully related to the text. The critical style is sustained, and there is well-developed interpretation. Well-chosen references to the text support a range of effective points. There is sustained comment on relevant context and detailed awareness of the relationship between text and context.</p>	<p>There is an assured personal response, showing a high level of engagement with the text. A critical style is developed with maturity, perceptive understanding and interpretation. Discerning references are an integral part of the response, with points made with assurance and full support from the text. There is excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.</p>
<p>Language Paper 1 Evaluate</p>	<p>Describes ideas, events, themes or settings. Limited assertions are offered about the text. The use of references is limited.</p>	<p>Comments on ideas, events, themes or settings. Straightforward opinions with limited judgements are offered about the text. The selection of references is valid, but not developed</p>	<p>Explanation of ideas, events, themes or settings. Informed judgement is offered about the text. The selection of references is appropriate and relevant to the points being made.</p>	<p>Evaluation of ideas, events, themes or settings. There is a sustained and detached critical overview and judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</p>
<p>Summer HT6 Literature <i>Prose elsewhere</i></p>	<p>The response is simple with little personal response. There is little evidence of a critical style. Little reference is made to the content or themes of the text.</p>	<p>The response shows a relevant personal response, soundly related to the text. There is an appropriate critical style, with comments showing a sound interpretation. The response is relevant and focused points are made with support from the text.</p>	<p>The response has a developed personal response and thorough engagement, fully related to the text. The critical style is sustained and there is well-developed interpretation. Well-chosen references to the text support a range of effective points.</p>	<p>There is an assured personal response, showing a high level of engagement with the text. A critical style is developed with maturity, perceptive understanding and interpretation. Discerning references are an integral part of the response, with points made with assurance and full support from the text.</p>

<p>Language Paper 1 <i>Imaginative & Transactional Writing</i></p>	<p>Little understanding of purpose and audience Limited vocabulary Limited use of punctuation Can spell simple words</p>	<p>Correct use of form. Makes an attempt at the purpose Suitable for audience Attempts to use language features Use of paragraphs Range of simple punctuation Can spell some complex words</p>	<p>Confident understanding of purpose Aptly chosen vocabulary for audience Consistent use of language features Range of sophisticated punctuation Can spell a range of complex words</p>	<p>Writing is engaging Language is closely suited to purpose and audience well-structured response Language features are chosen for effect Punctuation used for effect Spelling is mostly accurate Response fully deals with the question</p>
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<p>Autumn HT1</p>	<p><u>Literature</u></p> <p>1) Explore how Shakespeare presents Macbeth in the extract. (Act 3 Sc1)</p> <p>You must refer closely to the extract</p> <ul style="list-style-type: none"> • Context and Shakespeare Key information page in notebooks ..\Assessment Tasks\Shakespeare History and context.docx • Q1 Assessment books – Green Pen <p><u>Language</u></p> <p>1) In this extract, there is an attempt to create an atmosphere of mystery. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (Wilkie Collins ‘The Woman in White’) ..\KS3 SOW\KS3 Resources\1EN0_01_que_20170606 The Woman in White.pdf</p> <ul style="list-style-type: none"> • Q1,2,3 in notebooks • Q4 Assessment books – Green Pen
<p>Autumn HT2</p>	<p><u>Literature</u></p> <p>1) Gerald: ‘I’m sorry, Sheila. But it was all over and done with, last summer. I hadn’t set eyes on the girl for at least six months.’</p> <p>Explore the significance of Gerald in the play. You must refer to the context of the play in your answer.</p> <ul style="list-style-type: none"> • Character analysis page in notebooks (Read whole play) • Q1 Assessments books – Green Pen <p><u>Language</u></p> <p>Write about a time when something strange or unusual happened to you or someone you know</p> <ul style="list-style-type: none"> • Notebooks - Terminology Test ..\Assessment Tasks\Terminology tests.docx • Assessment books –Green Pen
<p>Spring HT3</p>	<p><u>Literature 1</u></p> <ul style="list-style-type: none"> • In this extract, Scrooge is shocked by the appearance of the children. Explain how children are portrayed elsewhere in the novel • Notebooks - Explore how Dickens presents the two children, Ignorance and Want, in this extract (Read whole text) • Elsewhere Assessment books – Green Pen <p><u>Language</u></p> <p>1. Compare how the writers of Text 1 and Text 2 present ideas and perspectives about possessions. Support your answer with detailed references to the texts ..\KS3 SOW\KS3 Resources\1EN0_02_que_20170612 Grey is the colour of Hope.pdf</p> <ul style="list-style-type: none"> • Q1,2,4,5, 7a in notebooks • Q7b Assessment books – Green Pen

<p>Spring HT4</p>	<p><u>Literature</u></p> <p>1) . Re-read ‘<i>Half Caste</i>’ and ‘<i>No Problem</i>’ Compare how conflict is presented in the two poems.</p> <ul style="list-style-type: none"> • Annotation in Anthology, context of both poems – One page in notebooks • Q1 Assessment books – Green Pen <p><u>Language</u></p> <p>2. Write the text for a speech you will give to your peers giving essential advice on being organised</p> <ul style="list-style-type: none"> • Notebooks - Terminology Test ..\Assessment Tasks\Terminology tests.docx • Assessment books – Green Pen
<p>Summer HT5</p>	<p><u>Literature</u></p> <p>1 In this extract, Macbeth is shown to be manipulative. Explain the importance of manipulation elsewhere in the play.</p> <ul style="list-style-type: none"> • Annotation on extract – Knowledge Test on plot (Act 3,4,5) • Q1 Assessment books – Green Pen <p><u>Language</u> Language Paper 1</p> <p><i>Identify (1 mark)</i> <i>Identify 2 quotes (2 mark)</i> <i>Language and Structure (6 marks)</i></p> <ul style="list-style-type: none"> • Notebooks <p>Evaluate (15 Marks)</p> <ul style="list-style-type: none"> • Assessment books – Green Pen (Summer exam series)
<p>Summer HT6</p>	<p><u>Literature</u></p> <p>1) In this extract, poverty is discussed. Explore how Dickens presents poverty elsewhere in the novel</p> <ul style="list-style-type: none"> • Poverty extract in notebooks • Elsewhere in Assessment books – Green Pen <p><u>Language</u></p> <p><i>Text 1 and Text 2:</i> <i>Similarities between text 1 and 2 (6 marks)</i></p> <ul style="list-style-type: none"> • In notebooks <p><i>Transactional Writing:</i> <i>Create a piece of transactional writing (16 SPAG/ 24 content)</i></p> <ul style="list-style-type: none"> • Assessment books – Green Pen (Summer exam series)

Parents /Carers can help their child by:	Encouraging independent reading of a range of fiction and non-fiction sources.
Useful websites	Bitesize
Revision Sources and Suggested Reading	19 th Century Fiction Broad Sheet Journalism Autobiography Anthology Poetry Shakespeare critics British drama

Who can I contact?	Head of Department	Simon Stansfield
	Subject Teachers	Alan Herbertson Philippa Clifton Donna Humble Nicola Moorhead Kayleigh Sansom Graeme Richardson Claire Robinson