

**Bristol Cathedral Choir School**  
**English Long Term Scheme of Work: Year 8**

**Aims:**

The overarching aims of the BCCS curriculum in English are those of the National Curriculum, namely to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**AUTUMN TERM**

**A Note on Exercise Books & Assessment**

*Exercise books need to include the following sheets: (1) Inside Front Cover: RWC Checklist; (2)1<sup>st</sup> Page: Targets & Level Sheet; (3) Inside Back Cover: Grammar Checklist; (4)Last Page: Literary Terms Checklist*

*Each year, the first assessment will take place in the first week as a 'BENCHMARK' piece. Thereafter, the minimum requirements are: one piece to be levelled each half term; marking to be completed every 3 – 4 weeks. More regular assessment is desirable.*

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<p><b>Reading Lesson</b>  <i>Whole Year</i>                      'Independent Reading'</p> <p><i>Whole Year</i></p>	<p><b>Reading:</b> Students will choose and read books independently for challenge, interest and enjoyment.</p>	<p><b>Reading:</b> the main outcome here is simply to spend time reading, so one lesson per week in Year 7 and 8 is devoted to this. Activities to add variety and focus may include:</p> <ul style="list-style-type: none"> <li>• Students &amp; Teacher reading out extracts</li> <li>• Students and Teacher sharing reading preferences</li> <li>• Groups reading the same book</li> <li>• Blurb writing and Cover Design</li> <li>• Review Writing</li> </ul>
<p><b>Language Focus (1):</b>  <i>2 Weeks</i></p> <p>'Standard English, Received Pronunciation, Accent &amp; Dialect'</p> <p><i>Autumn 1</i></p>	<p><b>Spoken English:</b> students will be taught to speak confidently and effectively, using standard English.</p> <p><b>Reading:</b> students will listen to and read a range of different dialects</p> <p><b>Writing:</b> to explain and describe personal experiences, showing explicit understanding of different types of language.</p>	<p><b>Spoken English:</b> Students will discuss the issues of dialect, accent and their own idiolects in small groups.</p> <p><b>Reading:</b> students will write a commentary on the different effects achieved by communication in standard English and other dialects.</p> <p><b>Writing:</b> Students will write an account of their own language experience entitled 'A Day in the Language Life of . . .'</p>

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<p><b>Language Focus (2): Grammar &amp; Vocab</b> 2 Weeks &amp; Ongoing</p> <p><i>As a second unit for the year, teachers will audit the students' understanding of the grammatical terms using the checklist. Two weeks are to be spent focussing on key areas as appropriate to the class.</i></p> <p><i>Thereafter, to be worked in during appropriate units in the course of the year, as starters and focal points for study of the text; also to be revisited and reinforced throughout the year, in 'trouble-shooting' lessons where appropriate.</i></p> <p><i>A 'Checklist' sheet is to be stuck into students' exercise books recording their progress with these terms. Teachers can review the students' understanding from these sheets in order to plan appropriate lessons.</i></p> <p><i>Spellings are written out 3 times in the backs of exercise books and should be tested regularly.</i></p> <p><i>Autumn 1 &amp; Ongoing</i></p>	<p>The main aim here is to consolidate and build on the students' understanding of the terminology of grammatical constructions in Standard English and how to use them effectively. The emphasis for students needs to be on:</p> <ul style="list-style-type: none"> <li>• Acquiring an <b>EXPLICIT</b> knowledge of grammar.</li> <li>• Studying the effectiveness and impact of grammatical features of the texts they read</li> <li>• Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul> <p>Teachers should refer to Appendix 2 of the English Programmes of Study and the non-statutory glossary for definitions of grammatical terms.</p> <p>The following are to be covered:</p> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full Stops</li> <li>• Question Marks</li> <li>• Exclamation Marks</li> <li>• Commas</li> <li>• Semi-Colons</li> <li>• Colons</li> <li>• Ellipsis</li> <li>• Brackets &amp; Dashes (parenthesis)</li> <li>• Apostrophes – possession and omission</li> <li>• Inverted Commas</li> <li>• Speech Marks</li> </ul> <p><b><u>Nouns</u></b></p> <ul style="list-style-type: none"> <li>• Proper Nouns</li> <li>• Common Nouns</li> <li>• Abstract Nouns</li> <li>• Pronouns</li> <li>• Relative Pronouns</li> <li>• Noun Phrases</li> </ul>	<p><b><u>Writing:</u></b> Short model exercises &amp; embedded use in appropriate unit work.</p> <p><b><u>Reading:</u></b> analysis of effects of word choice and grammatical constructions in studied texts.</p>

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	<p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Verb Tenses – Past (including progressive past tense &amp; past perfect tense) , Present (incl. progressive present tense &amp; present perfect tense), Future, Conditional</li> <li>• Consistent Verb Tenses</li> <li>• Modal Verbs (might, should, will, must)</li> <li>• Passive Verb Forms</li> <li>• Subjunctive (if I were to go home . . .)</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• Comparative Adjectives</li> <li>• Superlative Adjectives</li> <li>• Compound Adjectives</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• Time Adverbials</li> <li>• Place Adverbials (prepositions)</li> <li>• Conjunctions/Connectives</li> <li>• Adverbial Phrases</li> <li>• Fronted Adverbials</li> <li>• Adverbials to aid Cohesion (discourse markers)</li> </ul> <p><b><u>Text Layout</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Headings &amp; Sub-Headings</li> </ul> <p><b><u>Sentences</u></b></p> <ul style="list-style-type: none"> <li>• Sentence Types: Statement, Question, Exclamation, Command</li> <li>• Simple</li> <li>• Compound</li> <li>• Complex</li> <li>• Clause – Main Clause, Subordinate Clause, Relative Clause</li> <li>• Subject &amp; Object</li> </ul> <p><b><u>Speech</u></b></p> <ul style="list-style-type: none"> <li>• Direct Speech</li> <li>• Reported Speech</li> </ul>	
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<p><b>Non-Fiction</b> 4 weeks</p> <p><b>Travel Writing</b></p> <p>‘Capturing Place for a Variety of Audiences and Purposes’</p> <p><i>Autumn 1</i></p>	<p><b>Reading:</b> Students will read a range of travel writing, including high quality non-fiction by writers such as Bill Bryson and Jeanette Winterson. They will consider different purposes and audiences for the texts and consider the effect on their construction. They will study the way in which language and structure contribute to the impact of the texts.</p> <p><b>Writing:</b> students will write their own travel pieces, planning, drafting and editing them carefully. They will consider the purpose of the texts and amend the vocabulary, grammar and structure of their writing to improve its coherence and effectiveness. In particular, they will focus on paying attention to accuracy of grammar, punctuation and spelling.</p>	<p><b>Reading:</b> students will produce close analysis of at least three different travel texts, including travel guide, travelogue and autobiographical place-based extracts.</p> <p><b>Writing:</b> Students will write about the same place using three different types of travel writing.</p>
<p><b>Poetry</b> 5 weeks ‘Poetic Conventions &amp; Language Play’</p> <p><i>Autumn 2</i></p>	<p><b>Spoken English:</b> group and pair structured discussions of poets and students’ own poetry; individual performance of a poem, using intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p><b>Reading:</b> students will read some challenging poetry on a theme, including at least one poem published pre-1914.</p> <p><b>Writing:</b> students will write a range of their own poetry, drawing on the literary devices from their own reading, for example use of metaphor and dialect.</p>	<p><b>Spoken English:</b> students will present a piece of their own poetry based on a specific theme, with detailed and planned commentary on its thematic treatment.</p> <p><b>Reading:</b> Students will read a range of poems on a theme, for example love, loss, war or school. They will write an essay comparing at least two poems’ treatment of a similar theme.</p> <p><b>Writing:</b> Students will write their own poetic treatment of a chosen theme, with commentary.</p>
<p><b>Non-Fiction</b> 2 Weeks</p> <p>‘Reviewing with Charisma’</p>	<p><b>Reading:</b> students will read challenging texts in a range of non-fiction forms, using language imaginatively and encouraging students to try such writing for themselves</p> <p><b>Writing:</b> students will write a range of different text types, using the techniques they have studied.</p>	<p><b>Reading:</b> students will identify and comment on the key features of a range of successful and charismatic film, book and game reviews.</p> <p><b>Writing:</b> Students will write their own review of a film, book or game, planning the structure of a review and experimenting with a range of vocabulary choices, openings and styles, to give their writing a distinctive and charismatic voice.</p>

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### SPRING TERM

<p><b>Novel</b> 6 weeks 'Exploring Challenging Issues'</p> <p>Spring 1</p>	<p><b>Spoken English:</b> Students will take part in structured discussions about issues in the text. Students will improvise roles, using intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p><b>Reading:</b> Students will read challenging texts that allow them to explore different times, cultures or viewpoints. They will study the means by which writers convey meaning and give the issue of the text impact through characters, setting, language and structure.</p> <p><b>Writing:</b> Students will write creatively at length, drawing on a range of literary devices.</p>	<p><b>Spoken English:</b> Students will consider the issues in the text and be given time to reflect with each other. Students will take part in individual and group improvisation to explore characterisation. <i>(This may be delivered in the drama lesson if liaison is possible between teachers)</i></p> <p><b>Reading:</b> Students will write an essay analysing the novel and the way it communicates and explores the issues presented.</p> <p><b>Writing:</b> Students will produce an extended 're-creative' piece based on the novel, perhaps a missing chapter, alternative viewpoint or different ending.</p> <p><b>Reading Choices:</b> <i>Noughts and Crosses, The Curious Incident of the Dog in the Night-Time, Across the Barricades . . .</i></p>
<p><b>Literary Shorts (&amp; Exam Prep)</b> 5 weeks 'Close Analysis' Spring 2</p>	<p><b>Reading:</b> Students will be introduced to a range of high quality literature, including pre-1914 and contemporary, short stories and extracts from novels. They will be given short passages and whole stories to read critically in detail, focussing on content, structure, use of language and also asked to form personal responses.</p> <p><b>Writing:</b> Students will summarise and organise their responses, including supporting ideas and necessary detail.</p>	<p><b>Reading:</b> Students will read a number of extracts and short stories in close detail. They will form responses that mirror the format of the revised GCSEs for 2015. So questions will ask them to do the following:</p> <ul style="list-style-type: none"> <li>• Recall information from the text</li> <li>• Comment on the use of language in the text.</li> <li>• Comment on the structure of the text/extract</li> <li>• Form a personal response and evaluation of the text</li> </ul> <p><b>Writing:</b> Students will practise exam style questions on an extract in timed conditions and write a comparison of two stories.</p>

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		<p><b><u>Suggested Texts to Use:</u></b></p> <p><b><u>Extracts for GCSE style questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Jane Eyre</i> by Charlotte Bronte – opening page up to ‘<i>having drawn the red moreen curtain nearly close, I was shrined in double retirement.</i>’</li> <li>• <i>The Fault in Our Stars</i> by John Green – opening chapter up ‘<i>AND YOU TOO MIGHT BE SO LUCKY.</i>’</li> <li>• <i>Dog, Cat, and Baby</i> by Joe R Lansdale (from Literary Shorts Anthology)</li> </ul> <p>Study of the narrative voice in these three texts would be a suitable synoptic task here, using the section on Narrative Voice from the Literary Shorts Teacher’s Book as an initial activity.</p> <p><b><u>Whole Texts:</u></b> from the Literary Shorts Anthology –</p> <p>3 Tales with the theme of VANITY:</p> <ul style="list-style-type: none"> <li>• <i>A Cup of Tea</i> (seminal world literature)</li> <li>• <i>Old Mrs. Chundle</i> (1890)</li> <li>• <i>The Diamond Necklace</i> (1884)</li> </ul> <p>Work through teacher’s book on each story.</p> <p><b>Final Outcome</b> – a comparison of how the protagonists in two of the stories are presented.</p>
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## SUMMER TERM

**EXAMS WEEK** – The exam for Year 8 will include three sections:

### Section A Reading

4 structured questions on an unseen piece of prose fiction –

- ✓ information recall
- ✓ language
- ✓ structure
- ✓ personal evaluation.

### Section B Writing

A Review/Travel task with a specific purpose.

### Section C Grammar

A test to identify, use and/or define key grammatical and literary terms and features.

<p><b>Short Stories</b> 3 Weeks  'Gothic Genre'</p>	<p><b>Reading:</b> Students will read a wide variety of fiction with coverage of genres, historical periods and authors, including pre-1914 literature.</p> <p><b>Writing:</b> Students will draw on knowledge of literary devices from their reading and listening to enhance the impact of their writing.</p>	<p><b>Reading:</b> Students will analyse the conventions of Gothic writing, esp. creation of atmosphere and tension, especially in the description of setting. They will produce an essay comparing how tension is created in two or more stories.</p> <p><b>Writing:</b> Students will write their own Gothic tale/atmospheric passage, employing conventions.</p> <p><b>Suggested Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>The Monkey's Paw</i></li> <li>• <i>The Red Room</i></li> <li>• <i>The Signalman</i></li> <li>• <i>Frankenstein (extract)</i></li> <li>• <i>Dracula (extract)</i></li> <li>• <i>Dr. Jekyll and Mr. Hyde (extract)</i></li> </ul>
<p><b>Shakespeare</b> 5 Weeks  'Comedy &amp; Tragedy'  <i>Summer 2</i></p>	<p><b>Spoken English:</b> Students will read, rehearse and perform play scripts.</p> <p><b>Reading:</b> Students will read at least two Shakespeare plays during KS3.</p>	<p><b>Spoken English:</b> Students will read, rehearse and perform extracts from their studied play(s).</p> <p><b>Reading:</b> Students will read and analyse extracts two Shakespeare plays, a Tragedy and a Comedy. They will be introduced to the conventions of each genre and through examination of the plays' synopses and study of particular extracts, they will consider the similarities and differences of each genre. They will write a comparison of</p>

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		<p>two extracts.</p> <p>Suggested Paired Texts &amp; Extracts:</p> <ul style="list-style-type: none"> <li>• The opening scenes of <i>Hamlet</i> and <i>As You Like It</i>.</li> <li>• Othello murdering Desdemona and Rosalind educating Orlando.</li> <li>• The closing scenes of <i>A Midsummer Night's Dream</i> and <i>Macbeth</i>.</li> </ul>
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