

## Year 8 – LTP

<b>GOLDEN THREADS:</b> Communication Cultural Context Critical Thinking Creativity				
2019/2020 Dates	Main Topic	Text Foci and Lesson Foci	Assessment threads	Assessments (x1 per term)
<b>Autumn</b> <b>Term 1: 5<sup>th</sup></b> <b>Sept – 25<sup>th</sup> Oct</b> <b>7 weeks</b>  <b>CLASS READER</b>	Non-Fiction	<b>SOW:</b> Rhetoric, media, form and non-fiction writing. <b>Technical Element:</b> Punctuation and sentence structure/form	<b>Communication</b> - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.  <b>Cultural Context</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.  <b>Creativity</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  <b>Communication</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	<b>Writing –</b> Broadsheet/magazine article.  <b>Reading:</b> Comparison of non-fiction texts
	Reflection Week	To be used at teacher’s discretion to revisit any weaker areas of the class.		

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<b>Autumn</b> <b>Term 2: 4<sup>th</sup></b> <b>Nov – 20<sup>th</sup> Dec</b> <b>7 weeks</b> <b>CLASS READER</b>	<b>Macbeth</b>	<b>SOW:</b> Extract analysis with a knowledge of whole play using drama and media. <b>Technical Element:</b> Vocabulary and Word Class	<b>Communication</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	<b>Reading</b> – Extract analysis – building on Language Paper 1 skills from end of year 7  1 spellings and definitions test and 1 Doodle task
	<b>Reflection week:</b>	To be used at teacher’s discretion to revisit any weaker areas of the class.	<b>Critical Thinking</b> Evaluate texts critically and support this with appropriate textual references, including context	
<b>Spring Term</b> <b>3: 6<sup>th</sup> Jan - 14<sup>th</sup> Feb</b> <b>6 weeks</b> <b>CLASS READER</b>	<b>Poetry</b>	<b>SOW:</b> selection of poems studied. Focus on comparison. <b>Technical Element:</b> Comparative Connectives and Vocabulary	<b>Communication</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	<b>Reading</b> –Comparison of two poems  1 spellings and definitions test and 1 Doodle task
	<b>Reflection Week</b>	To be used at teacher’s discretion to revisit any weaker areas of the class.	<b>Cultural context</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	
<b>Spring Term</b> <b>4: 24<sup>th</sup> Feb – 3<sup>rd</sup> April</b> <b>6 weeks</b> <b>CLASS READER</b>	<b>Oracy/Debating and Play</b>	<b>SOW:</b> History of the Spoken Word, Rhetoric, Speeches and persuasive Language. <b>Technical Element:</b> Persuasive techniques	<b>Creativity</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	<b>Writing</b> Write a persuasive speech  1 spellings and definitions test and 1 Doodle task
	<b>Reflection Week</b>	To be used at teacher’s discretion to revisit any weaker areas of the class.	<b>Communication</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	

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<b>Summer term 5: 20<sup>th</sup></b> April – 22 <sup>nd</sup> May 5 Weeks	End of year Exam and Novel	<b>Weeks 1 and 2</b> –Summary and Comparison <b>Week 3</b> –cover any skills you feel your class may struggle with in the exam. <b>Week 4</b> Exam Week	<b>Communication, Cultural Context, Critical Thinking, and Creativity</b>	<b>Reading and Writing</b> Exam in week 4
	<b>Reflection Week</b>	Begin/continue reading novel (Coram Boy) – no assessment or writing just reading		
<b>Summer term 6: 1<sup>st</sup></b> June – 2 <sup>nd</sup> July 7 ½ Weeks	Novel	<b>SOW</b> – Coram Boy – Novel – focus on Reading for pleasure (limited assessment)  <b>Technical Element</b> – Subject Terminology and literary techniques	<b>Communication</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  <b>Critical Thinking</b> Evaluate texts critically and support this with appropriate textual references. Including context	<b>Reading</b> –extract analysis  1 spellings and definitions test and 1 Doodle task
	<b>Reflection Week</b>	To be used at teacher’s discretion to revisit any weaker areas of the class.		