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English Department

Key Stage 3

Scheme of Work

*Progressing from KS2 & Preparing for KS4*

Year 8



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Changes to Assessment Task setting and conditions

To reflect the changes to the GCSE exams, all assessment tasks will be uniform and set by the KS3 Co-ordinator; this will allow moderation to be more productive and also create direct comparison between children when set changes arise.

All questions will be given to class teachers before the half-term begins in order to inform planning. Questions will also have bullet points to support the lower ability classes, while also being broad enough to provide challenge to our highest achievers.

These must **not** be shown to pupils prior to the assessment in order to re-create the exam style assessment. All assessments are to be completed in exam conditions to allow the pupils to familiarise themselves with timings and the general exam environment.

Revision check lists may be provided by the class teacher and revision outside of lesson is to be encouraged.

Recording

In order to reflect the whole school marking policy, only **one** levelled piece of work per half-term needs to be recorded on the year 7 tracker. The other elements of the scheme must still be covered and assessed, however evidence of this will be provided through book monitoring.

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Long Term Plan

September 2016 Onwards

*Progressing from KS2 & Preparing for KS4*

Autumn Content Overview

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| --- | --- | --- |
|  | **HALF TERM 1** | **HALF TERM 2** |
| **AUTUMN**  **Long Term Plan**  **2016 Onwards** | **WRITING**  Narrative Writing  Narrative Devices  **Accuracy**  **READING**  Fictional reading skills  Close literary analysis  Focus: language analysis  Skills: comprehension  Writer’s craft  Critical responses  *Heritage Texts to be included* | **WRITING**  Narrative Writing  Narrative Devices  **Accuracy**  **READING**  Non-fiction reading skills (NOT ASSESSED ON TRACKER THIS TERM)  Skills: synthesise material  Writer’s craft  Writer’s ideas and perspectives  Comparison of non-fiction texts from different eras.  *Heritage Texts to be included* |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | Baseline Writing: Narrative  (TASK PRE-SET)  Suggested teacher assessment: Gothic Short Story (NOT ASSESSED ON TRACKER)  Reading: Fictional Analysis (TASK PRE-SET) | Writing: narrative (near end of term to measure progress from baseline) |

Spring Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SPRING**  **Long Term Plan**  **2016 Onwards** | **Writing**  Writing to Argue  Rhetorical Devices  Argument and Counter-argument  Letter Format  **Accuracy**  **READING**  Social and historical context of Shakespeare  Study: Shakespeare play (Suggested: Macbeth – not Romeo and Juliet)  Regardless of ability, pupils must study **at least 2** extracts in Shakespearian language   * **Enrichment**   **Shakespeare symphony** | **WRITING**  Word Classes  Grammar skills  Punctuation Revision  **Accuracy**  **READING**  Reading skills based on reading of ability specific novel/play  (Whole text exploration)  Heritage text opportunity  (NOT ASSESSED ON TRACKER THIS TERM)  Skills: Synthesise material  Writer’s craft  Critical opinion  Structure   * **Enrichment**   **Grammar Orienteering** |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | Writing: Writing to argue – letter (TASK PRE-SET)  Reading: Shakespeare analysis using extract (TEACHER SET) | Writing: Grammar and Punctuation Test |

Summer Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SUMMER**  **Long Term Plan**  **2016 Onwards** | **WRITING**  Technical Accuracy  Spelling Strategies  Punctuation Rules  Vocabulary Range  Sentence Structure and Effects  **SPOKEN LANGUAGE**  Individual Speech  **READING**  Reading skills based on reading of ability specific novel/play  (Whole text exploration)  Heritage text opportunity  SPOKEN LANGUAGE  Individual presentation | **WRITING**  Persuasive writing revision  Features of an article  Approaching the question (planning skills)  **Accuracy**  **READING**  EXAM PREPARATION:  Non Fiction Reading Skills Revision  Skills: Synthesise material  Writer’s craft  Language analysis  Writer’s ideas and perspective  How to approach the questions  Study of poetry anthology (NOT ASSESSED FOR TRACKER)  containing 4 poems  Poetic Devices  Comparative analysis skills  Analysis of Unseen Poetry  *Heritage Texts Opportunity* |
| **COHESIVE**  **ASSESSMENT**  **(To be moderated)** | Reading: Novel based assessment (literature essay based on complete text) (TEACHER SET)  Spoken Language: individual presentation (TEACHER SET) | Writing: End of Year Exam  Functional Writing (TASK PRE-SET) Writing to persuade– article  Reading: End of Year Exam  Non-fiction Reading (TASK PRE-SET) |

Medium Term Plan

September 2016 Onwards

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*Progressing from KS2 & Preparing for KS4*

Autumn Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview**  ***Baseline Assessment Narrative Writing***  ***Gothic Short Story (not assessed on tracker)*** |
| **Suggested Content Coverage**   * Baseline Assessment * Narrative devices * Planning & developing ideas * Punctuation * Vocabulary extension * Sentences types for effect * Story structure * Development of Gothic genre features * Character description * Setting description * Narrative hooks * Dialogue punctuation * Focus: Technical weaknesses highlighted in baseline assessment * Importance of Accuracy * Emphasis on planning, drafting, editing and proofreading writing |
| **Assessment**  Baseline Writing: Narrative |
| **READING** |
| **Overview**  ***Fictional Reading Skills*** |
| **Suggested Content Coverage**   * Wide range of texts (modern and Literary Heritage; extracts and short stories) * Structure * Critical evaluation * Development of point, evidence, explain and link * Close analysis of extracts * Reading of abridged heritage text with extracts of the original text * Grammar terms * Author’s craft * At least 2 authors in depth (preferably Literary Heritage) * Social and historical context of heritage texts (high quality works) |
| **Assessment**  Fictional analysis (TASK PRE-SET) |

Autumn Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview**  ***Narrative Writing*** |
| **Suggested Content Coverage**   * Baseline Assessment * Narrative devices * Planning & developing ideas * Punctuation * Vocabulary extension * Sentences types for effect * Story structure * Character description * Setting description * Narrative hooks * Dialogue punctuation * Focus: Technical weaknesses highlighted in baseline assessment * Importance of Accuracy * Emphasis on planning, drafting, editing and proofreading writing |
| **Assessment**  Narrative Writing (to show progress from baseline assessement) |
| **READING** |
| **Overview**  ***Non-fiction Reading Skills – Including Literary Non-fiction (not assessed on tracker)*** |
| **Suggested Content Coverage**   * Focussed development of individual reading AFs * Wide range of non-fiction texts – range of different purposes audiences and formats * Analysis of literary non-fiction text: travel writing, autobiographies and diaries * Textual analysis skills * Revision of purpose, audience and format * Highlighting and selecting relevant evidence * Writer’s viewpoint * Language analysis * Comparison of texts with heritage extracts * Revision of point, evidence, explanation and link |
| **Assessment - formative**  Not assessed on tracker at this time |

Spring Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview**  ***Persuasive Writing & Letter Format*** |
| **Suggested Content Coverage**   * Rhetorical Devices * Connectives & Structure for Non Fiction * Planning & Developing Points * Formal Vocabulary * Importance of Accuracy * Letter Format * Emphasis on planning, drafting, editing and proofreading writing |
| **Assessment**  Writing to Persuade- letter (TASK PRE-SET) |
| **READING** |
| **Overview**  **Shakespeare** |
| **Suggested Content Coverage**   * Year 8 text: *Macbeth* or any other Shakespeare play apart from *Romeo and Juliet* (Year 7 text) * Revision of features of Globe Theatre * Development of biographical context * Development of Elizabethan context * Abridged version of play with analysis of **at least 2** extracts from original * Language analysis * Author’s craft |
| **Assessment**  Shakespeare analysis using extract (TEACHER SET) |

Spring Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview**  ***Technical Accuracy : Grammar and Punctuation*** |
| **Suggested Content Coverage**   * Word Classes * Grammar * Punctuation Revision |
| **Assessment**  Grammar and Punctuation Test |
| **READING** |
| **Overview**  ***Reading skills based on reading of ability specific novel/play (whole text exploration )*** |
| **Suggested Content Coverage**   * Narrative openings and predictions * Language analysis – using subject specific terminology such as word classes * Themes * Characters * Author’s craft * Narrative endings * Social and historical context (high quality works) |
| **Assessment (not assessed on tracker this time)**  Novel based analysis of short extracts (TEACHER SET) |

Summer Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview**  ***Technical Accuracy*** |
| **Suggested Content Coverage**   * Spelling strategies * Homophones * Common punctuation rules * Complex punctuation usage for effect * Sophisticated vocabulary * Sentence types and using them for effect |
| **Assessment – formative (not recorded on tracker)** |
| **READING** |
| **Overview**  ***Reading skills based on reading of ability specific novel/play (whole text exploration )*** |
| **Suggested Content Coverage**   * Narrative openings and predictions * Language analysis – using subject specific terminology such as word classes * Themes * Characters * Author’s craft * Narrative endings * Social and historical context (high quality works) |
| **Assessment**  Fictional analysis: novel based assessment (based on complete text) (TEACHER SET) |
| **SPOKEN ENGLISH** |
| **Assessed Skill**  Individual presentation |

Summer Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview**  ***Writing to Persuade- article*** |
| **Suggested Content Coverage**   * Development of rhetorical devices * Newspaper/magazine article layout * Sentence types * Importance of accuracy * Connectives and structure * Formal vocabulary * Revision of Purpose, Audience & Format * Emphasis on planning, drafting, editing and proofreading writing |
| **Assessment**  Writing – End of Year Exam (writing to persuade – article) (TASK PRE-SET) |
| **READING** |
| **Overview**  ***Analysis of Non-Fiction Texts Revision*** |
| **Suggested Content Coverage**   * Revision of Non-Fiction textual analysis skills * Wide range of text types (ensuring Literary Heritage is covered) * Revision of point, evidence, explanation & link * Language analysis * Structural analysis * Comparative skills |
| **Assessment**  Analysis of Non-Fiction Texts – End of Year Exam (TASK PRE-SET) |

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Year 8 English Intervention

*Progressing from KS2 & Preparing for KS4*

Underachievement Intervention

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| Outline of administration: | * Target pupils: Those who are 2 or more sub-levels behind target. * Class teachers identify pupils’ AF weakness which is then be targeted in the intervention programme. * Letters sent home to parents. * Pupils receive an early lunch pass and go for lunch during house time. * House tutors & Heads of College notified. * Pupils are expected to attend intervention sessions by 1.15pm. * Register taken weekly. * LGD implements intervention sessions. * Progress is reviewed by the end of the half term. |
| Outline of intervention: | * Pupils work on Non-fiction reading and writing skills. * Pupils complete reading and writing tasks (similar to the end of Year exam). Tasks are not be tiered as pupils work independently on them & have support from LGD. * This is then marked during the intervention session (either by LGD / peer assessed / by Year 10 mentors) and then pupils respond to the feedback given on a similar yet different task. * All work is filed under pupil names as a record of impact. * Record of impact is recorded at the end of the 7 week intervention sessions – e.g. starting level is the one recorded from assessment data and impact level is a collation of all levels achieved during intervention sessions. |

Reading with Year 8 Intervention

**RATIONAL:** To provide targeted intervention for our least able readers in Year 7 whilst providing the opportunity for our most able Year 10 pupils to enhance their abilities as a mentor.

* **Paired reading session.**
* Our most able Year 10 pupils read with our least able Year 7 pupils during House Time once each week throughout the summer term.
* Mentors focus on Year 7 pupils’ Literacy Focus whilst reading (collated in the reading programme database).
* Paired reading sessions are overseen by LGD in Room 36 during one House Time per week.
* Year 7 pupils complete a reading age test during first session – this is then repeated at the end of the programme to assess impact.
* Pupil attendance and outcomes of Reading sessions are recorded.

Pupil Premium Intervention

Intervention for Pupil Premium pupils in Year 7 has two strands:

1. Pupils who are notably behind their target level are removed from classes in other subject areas and provided with targeted intervention by our HLTA, T. Norris. The pupil’s class teacher works alongside our HLTA by identifying focuses for the intervention sessions and reporting on progress via a shared database. This programme is flexible; once the child is back on target, they no longer have HLTA sessions and are then monitored in class by their class teacher.
2. Pupils who are making good progress, yet are Pupil Premium are monitored and receive intervention from their class teacher. This additional intervention is logged on a half termly basis in the Pupil Premium database for Year 7 (English Staff Shared Area).

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Year 8 English Enrichment

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*Read for my School* Initiative

Year 7 pupils are entered into the *Read for my school* initiative which involves pupils having access to thousands of free online books and the opportunity to write essays and reviews. A department login is created and pupils are linked to the school login. Therefore class teachers can assess who is reading, the quantity and quality of reading that is being undertaken by individual pupils (the system counts the number of books that have been read online and pupils can input any hard copies of books that they have read). Pupils take part in this initiative voluntarily and last year over 100 Year 7 pupils took part. We do not force pupils to take part; we strive to promote reading as an activity to be loved and not endured. This is a national initiative that is available throughout the months of January to the end of March.

Shakespeare Symphony

Each year, pupils in Year 8 demonstrate their annual progress with the Shakespeare text(s) that they have studied over the previous 2 years. Each class divides into smaller groups and pupils create song lyrics based on the melody of a popular song whilst teaching the audience about their knowledge of their chosen Shakespeare text(s). The winning group from each class is then entered into the yearly end of term concert which is judged by special guests and watched by the whole year group in our school’s Auditorium. Pupils thoroughly enjoy this, which is why it continues to be an annual success. Pictures of the competition from the previous year are displayed in the English department.

World Book Day

For World Book Day, pupils in Year 8 experience themed lessons where the aim is to encourage a love of reading and provide opportunities for pupils to discover the right book for them. Each pupil receives a book voucher.

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Bede’s Reads

Reading Initiative

*Progressing from KS2 & Preparing for KS4*

Outline of Bede’s Reads in Year 8

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| **RATIONAL**  The purpose of this initiative is to promote a love of reading and ensure that pupils in Year 8 are reading frequently. |
| **IMPLEMENTATION**   * Pupils are set a Bede’s Reads’ reading homework **once every half term**: this can either be using a book from home or a loaned book from the school library. * Pupils should be encouraged to read weekly and the Bede’s Reads’ reading homework consists of pupils completing a scrapbook entry for the class Bede’s Reads’ Scrapbook. * Pupils should complete a minimum of 6 scrapbook entries throughout the course of the year (1 every half term). * All scrapbook entries are stuck in the class Bede’s Reads’ Scrapbook. * Class teachers should ensure that pupils complete a range of tasks throughout the course of the year. * The winning class scrapbook is decided at the end of the year and pupils are rewarded for their consistent efforts. |

Suggested Scrapbook Entries for Bede’s Reads

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| Write a diary entry for one of the characters. |
| Write three New Years’ Resolutions for two characters. What should thy give up or how should they change? Explain how the characters will benefit from these resolutions. |
| Create a poster advertisement (summarising the book). |
| Write detailed answers to these questions:  If this book was a…   * Colour, what colour would it be and why? * Smell, what smell would it be and why? * Shape, what shape would it be and why? * Car, what car would it be and why? * Chocolate bar/sweet, what would it be and why? * Sport, what sport would it be and why? |
| Create a character drawing - labelling with quotes. |
| Write about the life of a character 10 years after the story ends. How has their life changed? What has happened after all that time? |
| Create a setting drawing - labelling with quotes. |
| Create a game linked to the book. |
| New vocabulary bubble: List at least 10 new words from the book with their definitions |
| Create a new front cover for the book. |
| Write an essay on the names chosen for each of the main characters. What do they reveal? Could they be changed to suit the character more effectively? |
| Create a quiz/crossword/ word search for the book. |
| Write an alternative ending for the story. |
| Research the author. Bullet point the research. |
| Write an alternative blurb for the book. |
| Devise detailed questions for the author. Then answer the questions as the author. |
| Write about a favourite part of the book and why it was so good. |
| Summarise the plot in bullet points. |
| Write a letter from one character to another in the book. |
| Create a Facebook profile for one of the characters. |
| Design a computer game for the book. |
| Devise detailed questions for a main character. Then answer the questions as the character. |
| Imagine that the story has been turned into a film. Choose actors/types of qualities that you would want in actors that would play each character. Explain the reasons why. |
| Research a theme from the book. Bullet point the research. |
| Predict what will happen next in the story. |
| Create a new character for the book. |
| Create a Twitter account for one of the characters: Write possible ‘tweets’ that the character would write throughout the story. |
| Write a script version for one of the chapters in the book. |
| Describe your favourite character and why you liked them so much. |
| Storyboard one of the key scenes from the story. |
| Make a comic book version of the book. |
| Imagine that the book is turned into a film. Choose the songs that would accompany key scenes in the story. |
| Write a speech persuading the class to read this book. |
| Imagine the main character is trapped on a desert island; write down what 5 items they would choose to have with them. |
| Write a letter to the author about your views on the book. |
| Write an essay about how the similarities and differences that the book has with another book. |
| Re-write the first three paragraphs of the first chapter. |
| Adjective bubble: List 10 adjectives that could be used to describe the book with reasons why. |
| Imagine that the book has been turned into a film. Make a list of the scenes that would be kept and the scenes that would be cut from the story for the shortened film-time. |
| Write a newspaper report about a character from the book. |
| Create a timeline of events. |
| Write an email to the publisher commenting on the book cover. What is effective? What could be changed? |