Long Term Plan 2023/2024 Y8 English Language and Literature:

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1		Term 3 - Summer 2
Introduction to Gothic Literature **Areas of study:** ● Gothic genre origins ● Explore theme of the genre ● Ingredients of genre ● Exploration of classic gothic stories ● Comparison between stories ● Creation of own gothic story **Key Skills Language:** ● Writing to a specific prompt ● Focus on establishing character archetypes ● Show, don't tel ● Paragraph construction ● Expanded noun phrases ● Accuracy with punctuation ● Writing to describe and story writing skills ● Addressing misconceptions in creative writing e.g.	**Shakespeare's Comedy: Twelfth Night** **Areas of study**: ● To investigate what life was like in the Elizabethan/Jacobean era. ● Exploring significance of patriarchy and sexual politics ● How rhythm and rhyme affect meaning - understanding the impact of iambic pentameter and blank verse ● Exploring the contrasts between blank verse and prose ● Explore how the staging of a scene can impact meaning **Key Skills Literature:** ● Analytical paragraphs ● Critical evaluation ● Key extracts re/visited to develop close reading skills ● Characterisation	**Exploration of youth across time** **Area of Study** **Areas of study** ● Comprehension activities ● Exploring different language features and their impact ● Examination of structure and how it can impact meaning? ● Investigating significance of viewpoints. ● To analyse language with scrutiny and be able to justify textual selections in an argument ● To review creative writing skills ● Exploring different structures for writing ● Using vocabulary effectively **Key skills** ● Analytical Paragraphs ● Understand what is meant by 'critical evaluation' and apply this skill in analysis	**Exploring poetry from diverse cultures** **Areas of study:** ● Explore what culture means to an individual and to a group ● Investigate how conflict and culture are conveyed in poems ● Explore how meaning is conveyed through figurative language. ● Analyse how the structure of a poem can impact its meaning ● Review how poetry has made them feel about their own cultures (possibility to link to city of culture poetry) **Key Skills Literature:** ● Close reading of poems and ideas ● Content/theme ● Structure and form ● Writer's craft ● Setting and atmosphere	**Non-Fiction study - how attitudes have changed across time** **Areas of study** ● Investigating the different audiences and language used for impact in key non-fiction texts ● Exploring how broadsheets and tabloids are formatted and organised. ● Analysing and evaluating writing skills - how to write non-fiction texts effectively ● Express opinions articulately in written format (using FLAP (Format/Language /Audience/Purpose)) **Key skills** ● Analytical Paragraphs ● Selecting and synthesising evidence ● Understanding implicit and explicit information; analysing hidden meanings	**KS3 play study: Our Day Out** **Areas of study:** ● Context of 1970's mining communities and school at this time ● What is social class? ● Explore theme of individuality vs. society ● Investigate what accent and dialect mean ● Writer's purpose and intention **Key Skills Literature:** ● Analytical Paragraphs ● Understand what is meant by 'critical evaluation' and apply this skill in analysis ● Choosing judicious quotations ● Key extracts re/visited to develop close reading skills ● Characterisation	**Stone Cold novel study** **Area of study** ● Exploring the social, historical and political context which shaped the text. ● To explore the terms connotation and denotation ● Exploring aspects of Narrative writing ● Analysing the effect of syntax. ● Understanding how writers introduce developed characters ● Reliable vs. Unreliable narrators - this is subject to the novel chosen ● Investigating the importance of settings. ● Examine and evaluate the different narrative methods **Key Skills Language:** ● Focus on establishing character archetypes ● Paragraph construction ● Expanded noun phrases ● Accuracy with punctuation

length vs linguistic richness	• Key attitudes and issues expressed within the language • Narrative style and viewpoint • Middle ages context and setting	• Choosing judicious quotations • To revise creative writing approaches	• Attitudes expressed through language use • Comparison of ideas and how they are conveyed across texts	• Understanding what is meant by 'critical evaluation' and to apply this skill to two texts • To write creatively and clearly, using a range of ambitious vocabulary	• Key attitudes and issues expressed within the language	• Writing to describe and story writing skills

End of Unit Assessment:	End of Unit Assessment:	End of unit assessment	End of Unit Assessment:	End of Unit Assessment	End of unit assessment
Main assessment: Reading focus on presentation of character Writing Comp: Using your understanding of Gothic conventions, write the beginning of a gothic narrative.	How does Shakespeare present the character _____ in key scenes of the play:	Main assessment: Reading focus on presentation of character Writing Comp: Using your understanding of Gothic conventions, write the beginning of a gothic narrative.	Comparison poetry assessment: How do the writers explore the idea of power and conflict in two of the poems you have studied?	**End of Unit Assessment:** Inference and evaluation skills based on an extract How does the writer present the idea of social class in the play?	Character study: How does the author present the theme of _____ in chosen extracts from your novel?

Opportunity for stretch for high prior attainers	Opportunity for stretch for high prior attainers	Opportunity for stretch for high prior attainers	Opportunity for stretch for high prior attainers	Opportunity for stretch for high prior attainers	Opportunity for stretch for high prior attainers
Extension and challenge tasks take place each lesson, encouraging the skills needed to develop interesting structures and sentence forms in creative writing. Understanding, identifying and analysing generic elements is a higher level skill and gives opportunity for complex debate.	Extension and challenge tasks take place each lesson. Exploration of Shakespearian themes, such as love, gender politics and the pastoral genre will stretch higher attainers.	Extension and challenge tasks take place each lesson. Differentiate by question and the higher mark questions naturally stretch the top end. Understanding and applying 'critical evaluation' is a higher level skill, stretching the most able.	Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis.	Extension and challenge tasks take place each lesson. Exploration of the themes within each extract will provide many opportunities for higher level discussion and analysis. Language papers differentiate by question and the higher mark questions naturally stretch the top end.	Extension and challenge tasks take place each lesson. Considering authorial technique, method and inferred meanings are all higher level skills that will stretch the upper end.
Anticipated Misconceptions: ● Feature spotting ● Using "bolt on' context that does not enrich an argument ● Considering characters as if they were real people and not fictional constructs ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) ● Stories lacking in descriptive focus	**Anticipated Misconceptions:** ● Feature spotting ● Using "bolt on' context that does not enrich an argument ● Considering characters as if they were real people and not fictional constructs ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)	**Anticipated Misconceptions:** ● Feature spotting ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) ● Not focusing on writer's methods in critical analysis	**Anticipated Misconceptions:** ● Feature spotting ● Using "bolt on' context that does not enrich an argument ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) ● Lacking detailed and specific analysis for the second E in MEE	**Anticipated Misconceptions:** ● Feature spotting ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) ● Some students may struggle or misinterpret tone, especially in a broadsheet extract	**Anticipated Misconceptions:** ● Feature spotting ● Using "bolt on' context that does not enrich an argument ● Considering characters as if they were real people and not fictional constructs ● Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)

Links to previous Key Stage Students have already examined different genres of writing in Y7, particularly during Author Study. Students have already gained a range of writing skills throughout the Y7 curriculum.	**Links to previous Key Stage** Examining our literary heritage, through the study of Chaucer, helps prepare students for Early Modern language. Students will have some prior knowledge of Shakespearian context from KS2.	**Links to previous Key Stage** Author study in Y7 and analysis of short fictional extracts have already been embedded into students' prior learning.	**Links to previous Key Stage** Poetry is a central unit in Y7 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout the Y7 curriculum.	**Links to previous Key Stage** Students study range of non-fiction extracts in Y7 and will also have prior knowledge of this from KS2.	**Links to previous Key Stage** All of the skills covered in the revision unit have been covered at KS3 e.g. comparison of two texts, Shakespearian study, pre-1900 texts, analysing the writer's intentions using methods
Links to future learning This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing. The study of the Gothic genre as a literary element prepares students to consider Tragedy as a genre in Y9 and KS4.	**Links to future learning** This unit prepares learners with the foundation knowledge for AS Literature Shakespeare study.	**Links to future learning** This unit prepares learners with the foundation knowledge for analytical writing in AS Language and also for creating creative pieces.	**Links to future learning** Poetry is studied through Keats in KS5 and this unit also prepares students for study of Power and Conflict and Protest poetry in Years 9,10 and 11.	**Links to future learning** Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout KS3 curriculum.	**Links to future learning** This unit prepares learners with the foundation knowledge for author study in Y9 with OMAM/TKAM and also author study at KS4 with Dickens.
SMSC and British Values Students explore the concepts of morality and immorality (in texts such as Frankenstein), liberty and the consequences of their actions.	**SMSC and British Values** Students will explore issues such as morality, human nature and gender politics in society.	**SMSC and British Values** Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	**SMSC and British Values** Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	**SMSC and British Values** Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	**SMSC and British Values** Students will cover all SMSC and British values as they revise for this unit as the author choices deal with a range of social, moral, political and spiritual issues.
Cultural Capital This encourages students to consider how playing God can have dire consequences; they also examine several canonical authors through this unit.	**Cultural Capital** This unit encourages students to understand the cultural influence of Shakespeare on our language and culture.	**Cultural Capital** Examining a range of fictional extracts allows students to consider a range of moral, social, political and spiritual issues.	**Cultural Capital** The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	**Cultural Capital** The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	**Cultural Capital** The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues
Career Links This unit prepares students for a range of careers including journalism and teaching	**Career Links** This unit prepares students for a range of careers including journalism, politics and teaching	**Career Links** This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	**Career Links** This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	**Career Links** This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	**Career Links** This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others

Language Assessment Objectives:	**AO1:** • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • **AO2:** 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 • **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • **AO4:** Evaluate texts critically and support this with appropriate textual references • **AO5:** 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 • **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20 % of the marks for each specification as a whole.) • **AO7:** Demonstrate presentation skills in a formal setting • **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations • **AO9:** Use spoken standard English effectively in speeches and presentations.				
Literature Assessment Objectives:	**AO1:** Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • **AO3:** Show understanding of the relationships between texts and the contexts in which they were written. • **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.				