

Year 8 Long Term Plan (2017-18)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Novel (Teacher's Choice)	Gothic Fiction and Writing	Language Change and Spoken Language Study	Shakespeare (<i>The Tempest</i>)	Short Stories (<i>Canon Fire</i>)	Poetry (<i>Poems from Other Cultures</i>)
Reading Assessment Foci: RF2 – Select and retrieve textual evidence from a text to support ideas RF3 – Deduce, infer or interpret information, events or ideas from a text RF5 – Analyse structural and grammatical features from a text	Writing Assessment Foci: WF1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences WF3 – Use sentence demarcation and punctuation for clarity, purpose and effect WF5 – Use a range of vocabulary for clarity, purpose and effect	Writing Assessment Foci: WF2 – Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts WF4 – Use Standard English and sentence forms for clarity, purpose and effect WF5 – Use a range of vocabulary for clarity, purpose and effect	Reading Assessment Foci: RF1 – Read, understand and respond to texts and task RF4 – Analyse literary/dramatic and language devices from a text RF6 – Relate texts to their social, historical and literary contexts	Writing Assessment Foci: WF1 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences WF3 – Use sentence demarcation and punctuation for clarity, purpose and effect WF4 – Use Standard English and sentence forms for clarity, purpose and effect	Speaking and Listening SL1 – Is clear, confident and fluent SL2 – Express sophisticated ideas and information using a range of vocabulary and rhetorical features SL3 – Deliver an organised and structured performance using a range of strategies to engage the audience SL4 – Listen to questions/feedback, respond and elaborate on ideas when necessary
Assessment: How does the writer present (character/theme) in this passage, and the rest of the novel? <i>Teacher to choose a suitable passage from the novel they have studied.</i>	Assessment: Describe the setting of a gothic novel (castle, graveyard, etc.)	Assessment: Write a speech, informing parents of Year 5 pupils, about how to stay safe online.	Assessment: Explore how Shakespeare presents Caliban and Prospero, and their relationship, in Act 1:2.	Assessment: Write a short story, titled ' <i>The Mistake</i> ', or a story based on an image.	Assessment: Deliver a presentation on one of the poems studied during the half term.
Mark out of [24]	Mark out of [22]	Mark out of [22]	Mark out of [22]	Mark out of [22]	Pass, Merit, Distinction