

Term 1:

Developing Fiction and Non-Fiction Writing Through the Poetry of Duffy and Armitage

Possible Writing Tasks:

- Narrative writing based on a key theme from a poem
- Writing to persuade: Create an 'Age UK' leaflet in response to the poem 'November'
- Writing to Argue: Letter to the editor: An argumentative response to the newspaper report 'All Teenagers are Thugs' (link to poem 'Education for Leisure')
- Writing to advise: Agony Aunt letter to Miss Havisham
- Writing to Inform: Profile of a poet
- Report writing: Psychiatrist's report of narrator in Stealing
- Writing to explain, inform, describe: Diary entry from perspective of mother/son in 'Mother Any Distance Greater'
- Writing to Describe: Description of Havisham's rotting wedding reception room

Assessment:

Writing: Monologue from the perspective of a character from one of poems studied

Reading: Differentiated comprehension tests based on the poem 'Stealing'

Trips/Extra Curricular:

- 1) National poetry day Oct 6th (Whole school anthology challenge)
- 2) Poet visit October 19th



Year 8: English



Long Term Plan

Term 2:

Securing Fiction and Non-Fiction Writing Through the study of the Gothic Genre

Core text: Dracula (whether novel, graphic novel or play script)

Various extracts, including study of Edgar Allen Poe

Possible Writing Tasks:

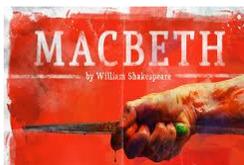
- Narrative Writing: Gothic Story (**assessment**)
- Writing to persuade/inform: Tourist leaflet about Whitby
- Writing to persuade/inform: Advert selling Dracula's castle
- Writing to inform: Design a web-page about one of the author's studied
- Writing to explain/describe: Monologue from protagonist in 'The Tell-tale Heart'
- Writing to describe: Using a Victorian gothic image as stimulus, description of a gothic scene
- Writing a newspaper report: Report of missing children in Whitby (linked to novel)
- Writing a review: Book review of novel 'Dracula'

Assessment:

- **Writing:** Gothic story
- **Reading:** Differentiated comprehension tests based on an extract from the novel 'Dracula'

Trips/Extra Curricular:

- 1) Overnight residential to Whitby



Term 3

Mastering Fiction and Non-Fiction Writing through the study of 'Power and Politics'

Core text: Macbeth (extracts from play script, graphic novel or abridged version)

Linked to the theme of 'power' in Macbeth, students will study a range of famous political speeches and political propaganda

Possible Writing Tasks:

- Narrative writing: based on key themes in Macbeth (power, death, treason, witchcraft, mental health etc). Students could choose favourite quote from play and write a story using this as a title
- Writing to persuade: Write a political speech in the style of Martin Luther King (or other politician)
- Writing to argue: Imagine you are Banquo's ghost and you have come to see your son Fleance, to warn him of Macbeth, who has become evil and mad with his new power. Consider the entire play.
- Writing to advise: Agony Aunt letter to Macbeth
- Writing to Inform: Webpage based on witchcraft in medieval England
- Report writing: Newspaper report King Duncan's Murder
- Writing to explain, inform, describe: Diary entry from perspective of Lady Macbeth following her soliloquy in Act 1
- Writing to explain/inform: Psychologist's report based on Macbeth or Lady Macbeth

Assessment:

Writing: Writing to Describe: Using image as stimulus, describe a witch or witches lair

Reading: Differentiated comprehension tests based on Lady Macbeth's soliloquy

