

Autumn 1 (10 weeks) WW1	Spring 1 (7 weeks) Survival	Summer 1 (8 weeks) Romeo and Juliet
<p><u>Reading:</u> Fiction <i>Private Peaceful</i>- Michael Morpurgo</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> • Characterisation • Presentation of feelings and emotions • Writer’s use of language to present ideas • The structure of the text and structural devices used within the texts • Writer’s view point • Impact on the reader/different interpretations • Forming an opinion of their own <p>Poetry: A selection of poems based on WW1. Examples include: <i>Who’s for the Game?</i>-Jessie Pope, <i>In Flanders Fields</i>-John McCrae, <i>The Soldier</i>-Rupert Brooke, <i>Suicide in the Trenches</i>-Siegfried Sassoon, <i>Dulce et Decorum Est</i>-Wilfred Owen <i>And the Band Played Waltzing Matilda</i> – Eric Bogle(song)</p>	<p><u>Reading :</u> Fiction: Poetry: A selection of modern poems by</p> <p>Non Fiction: Stylistic conventions of non-fiction texts of 19th, 20th and 21st centuries</p> <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u> Writing to describe –</p> <hr/> <p><u>Speaking and Listening:</u> Assessment: Use Spoken Language criteria Pass / Merit / Distinction (GCSE criteria)</p> <hr/> <p>End of Term Assessment: AQA Year 8 Pack 2, Paper 2 (ONLY SECTION B) (Unseen/less guided approach) End of Half Term Assessment: AQA Year 8</p>	<p><u>Reading:</u> Fiction: Areas to cover through reading:</p> <ul style="list-style-type: none"> • Characterisation • Presentation of feelings and emotions • Writer’s use of language to present ideas • The structure of the texts and structural devices used within the texts • Writer’s view point • Impact on the reader/different interpretations • Forming an opinion of their own <p>Poetry: A selection of</p> <ul style="list-style-type: none"> • Poetic features and devices application and analysis <p>Non Fiction:</p> <ul style="list-style-type: none"> • Stylistic conventions of non-fiction texts of 19th, 20th and 21st centuries

<p>Non-Fiction: Walter Tull- biography, Trench Life information, WW1 Propaganda posters (implied meaning)</p> <p><u>Writing:</u> Narrative writing- re-write the poem <i>The Rear-Guard</i> as a narrative. Comparative writing- compare and contrast <i>In Flander's Fields</i> by John McCrae with <i>Dulce et decorum Est</i> by Wilfred Owen Biography writing- write a biography of Wilfred Owen Factual Writing- Create a fact sheet about trench life Poetry writing- write a own personal response to war as a poem</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terms to be recorded in a key terminology book which will continue through to GCSE</p> <p>Key terminology to be influenced by the GCSE specification</p>	<p>Pack 3, Paper 1 Cross moderation – ACHS, SSMS, WMS</p>	<ul style="list-style-type: none"> • Purpose and audience • Use of language and grammar for effect • Language over time <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u></p> <p>Use of comparative skills in order to produce a comparative style essay in preparation for GCSE – e.g. comparing two non-fiction extracts/ comparing two poems/comparing an extract from <i>Good Night Mr Tom</i> to an extract from <i>The Boy in the Striped Pyjamas</i>; diary entry from Anne Frank compared to a soldier diary entry</p> <p>Writing to describe – scenes/places and characters. Use of fiction, poetry and non-fiction extracts to create stimulus and to be used as examples. Use of images to generate ideas for creative writing as per the GCSE examination and assessment pack 1 paper 1</p> <hr/> <p><u>Speaking and Listening:</u></p> <hr/>
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<p><u>Speaking and Listening:</u> 5 minute presentation on the subject of important inventions that have changed our lives Research a subject and produce a presentation to the class. Must not read from a script but may use notes/ppt to help.</p>		<p>End of Half Term Assessment: AQA Year 7 Pack 1, Paper 1 (SECTION A ONLY) (21st century prose-fiction extract from <i>The Boy in the Striped Pyjamas</i>, 2006) Cross moderation – ACHS, SSMS and WMS</p>
<p>End of Term Assessment: AQA Year 8 Pack 2, Paper 1 section A only(Kes – Barry Hines)</p>		
<p>Autumn 2 (5 weeks) Cast Away</p>	<p>Spring 2 (7 weeks) Trash</p>	<p>Summer 2 (5 weeks) The Jungle Books</p>
<p><u>Reading:</u></p> <p>Non Fiction: Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u></p>	<p><u>Reading:</u></p> <p>Poetry:</p> <p>Focus on Lang Paper 1 skills</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> • Figurative language and structure • Characterisation • Relationships • Rhythm and rhyme • Setting <p>Non Fiction: Conventions of articles</p> <ul style="list-style-type: none"> • Presentation and layout 	<p><u>Reading:</u></p> <p>Fiction:</p> <p>Non Fiction: →</p> <p><u>Writing:</u></p> <p>Argument – →</p> <p><u>Speaking and Listening:</u></p> <p>End of Half Term Assessment: AQA Year 8 Pack 3, Paper 2 (</p>
<p><u>Speaking and Listening:</u> Assessment: Use Spoken Language criteria Pass / Merit / Distinction (GCSE criteria)</p>		
<p>End of Term Assessment: AQA Year 8 Pack 2, Paper 2 (ONLY SECTION B) (</p>		

<p>(Unseen/less guided approach)</p> <p>Cross moderation – ACHS, SSMS, WMS</p>	<ul style="list-style-type: none">• Language features• Bias <p>Key terminology to be influenced by the new GCSE specification and recorded in key terminology books</p> <p><u>Writing:</u></p> <p>Poems into</p> <p><u>Speaking and Listening:</u></p> <p>End of Half Term Assessment: AQA Year 8 Pack 2, Paper 1 (SECTION B ONLY) Cross moderation – ACHS, SSMS, WMS</p>	
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