


Year 8 - English - Topic: Crime Writing



Does your detective story opening include:		What might the Detective be like?	Sentence Openers:
An exciting beginning to hook the reader in?		 <p>Ambitious, assertive, calm, composed, daring, dedicated, determined, direct, fearless, intelligent, knowledgeable, perceptive, revise, straight-talking, suspicious, thorough, witty.</p>	<p>After a few moments,</p> <p>Amazed by the discovery,</p> <p>As the light filtered through the small window,</p> <p>As the wind howled,</p> <p>As their heart raced,</p> <p>Examining a misplaced ornament,</p> <p>Frustrated at the lack of evidence,</p> <p>In alarm,</p> <p>Reading through the witness statement,</p> <p>Returning to the scene of the crime,</p> <p>Revealing the final clue,</p> <p>While inspecting the evidence,</p> <p>Without hesitation,</p> <p>Without warning,</p>
A mysterious setting or surprise event?			
A buildup to give clues about what is going to happen?			
A dilemma?			
		Word Bank	
Short, snappy sentences used for effect?		Alibi, dread, inspector, sleuth.	
Flashbacks to reveal missing information?		Detective, footprints, red herring, villain.	
Crime Fiction texts studied: Lamb to the Slaughter, Roald Dahl. Nightmare in Yellow, Frederick Brown.		<p>Powerful verbs</p> <p>Analysed, bellowed, concealed, creaked, deduced, examined, inquired, investigated, mumbled, pounded, quivered, scrutinised, scuttled, shrieked, shuddered, sneaked, whispered.</p>	

Year 8 - English - Topic: Crime Writing



Key Features	Mystery at the Museum (an extract)	
An exciting beginning to hook the reader in	<p>Detective Inspector Rossi circled the museum. Shards of broken glass littered the floor, reflecting under the glaring, artificial lights. Yellow and black tape cornered the scene of the unbelievable crime, highlighting where the offence had happened. Carefully and attentively, forensic officers dusted for fingerprints and scrutinised the scene for any traces of evidence. The transparent display box was empty. The ancient Egyptian artefact, the renowned, world-famous bust of Queen Nefertiti, had been stolen.</p> <p>The arrival of the bust of Queen Nefertiti had been long-awaited by the British public after spending years displayed in a museum in Berlin. After long negotiations, the bust was transferred to a London museum yesterday evening, to be displayed in an ancient Egyptian exhibition in a world-breaking financial deal. By morning, it had disappeared. While examining the evidence, Detective Inspector Rossi heard a voice behind her.</p> <p>'We've checked the scene. There was no sign of forced entry, and the CCTV cameras seem to have conveniently stopped working', Constable Graham explained.</p> <p>Detective Inspector Rossi nodded and sighed. The lack of CCTV footage would be a huge misfortune in terms of their investigation. She contemplated who could have committed this crime. There was no sign of forced entry. The CCTV cameras were not working. The bust had only been in the museum for one night. It has to be someone who worked at the museum ...</p>	<p>Crime Fiction Texts: Lamb to the Slaughter, Roald Dahl. The Sculptress, Minnette Walters. Nightmare in Yellow, Fredrick Brown. About His Person, Simon Armitage. The Ballad of Charlotte Dymond, Charles Causey. The Whole Town's Sleeping, Ray Bradbury.</p>
A mysterious setting or surprise event		<p>Taking it Further: Research the background of one of the crime authors you have studied during this unit – (i.e., Roald Dahl, Fredrick Brown, Sir Arthur Conan Doyle.)</p>
A buildup to give clues about what is going to happen		<p>Wider Reading: It's proven that reading for pleasure is the single most important indicator of a child's future success.</p>
Dialogue to advance the action		<p>Link to accelerated reader</p> <p>Link to wider reading list</p>
Short, snappy sentences used for effect		
A dilemma		

Year 8 - English - Topic: Prose Study



Key Term	Definition
Prose	Verbal or written language that follows the natural flow of speech.
Analyse	To study or examine something in detail, to discover or understand more about it.
Evaluate	The process of deciding if something has been done in the best way, and wondering what could be improved.
Context	The circumstances in which a text is written, and the circumstances in which the text is read.
Structure	How written text is organised - the way the story is ordered and shaped.
Symbolism	The use of words or images to symbolise specific concepts, people, objects, or events.
Refugee	A person who has been forced to leave their country to escape war, persecution, or natural disaster.
Asylum	The protection granted by a state to someone who has left their home country as a political refugee.
Displaced	Take over the place, position, or role of.
Persecution	Hostility and ill-treatment, especially because of ethnicity, religion, or sexual orientation or political beliefs.

Learning Process

- ### 1 VISIT

 - Read the text with your class and teacher.
 - Complete comprehension tasks.
 - Consider your personal response.
- ### 2 ANALYSE

 - 'Zoom' in on key quotes.
 - Track themes and symbols throughout the text.
 - Complete a reading assessment: review, character study or extract question.
- ### 3 COLLABORATE

 - Discuss your ideas with your peers.
 - Create persuasive arguments, both written and verbal.
 - Present key ideas to the group.
- ### 4 REFLECT

 - Complete DIRT task related to your assessment.
 - Reflect on key skills covered.
 - Consider how this unit can help you in your future learning.

Key Learning Outcome: Reading Assessment
 This may take the form of a character study, review, or analysis of a section of the novel, but will look at the writer's craft and choice of language for effect.

Year 8 - English - Topic: Prose Study



Key Skills



Creative Tasks:

- Character profile.
- Storyboard.
- Diary entry.
- Newspaper article.



Analytical Tasks:

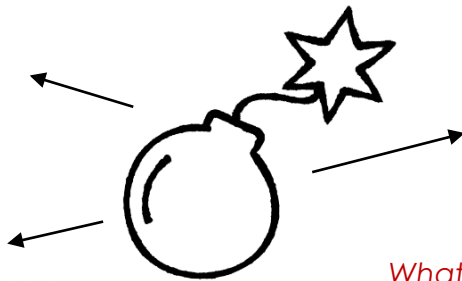
- 'Exploding' key quotes.
- Tracking key themes.
- Responding to extract questions.



Reflection Tasks:

- Peer and self-assessment.
- Directed Improvement and Reflection Time.
- Responding to extract questions.

What does the quote mean?



How does this quote affect the reader?

Which word/phrase/image can we 'zoom' in on?

What language devices can you spot? What effect do they have?

Taking it further

Research:

- Research the **context** of your prose text (i.e., research the sinking of the Wilhelm Gustloff, a German refugee ship fleeing the Soviets in 1945 for **Salt to the Sea**)

Wider Reading

It's been proven that **reading for pleasure** is the single most important indicator of a child's future success.

[Link to Accelerated Reader.](#)

[Link to wider reading list](#)

Extended Writing

- Book reviews.
- Film Reviews.
- Fictional writing (e.g., a letter to your favourite character.)

Extra-curricular activities

- Carnegie Reading Group
- Book Club

Learning Checklist:

- I can write in a critical style.
- I can use quotes from the text to support my interpretations.
- I can analyse the use of language and comment on its effect.
- I can examine the structure of a text and its effect on the reader.
- I can sustain depth in my writing.
- I can identify and comment on key themes in a novel.
- I can provide my own personal response to a text.
- I can evaluate the effect of key quotes on the text.

Year 8 - English - Topic: Shakespeare



Key Skills English Literature

AO1: Maintain a critical style and develop an informed personal response. Using textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by the writer to create meaning and effects; use relevant subject terminology where appropriate.

AO6: Show understanding of the relationships between texts and the contexts in which they were written.

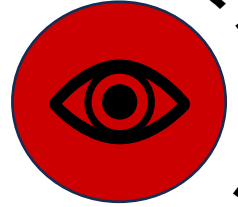
Key Terms	Definition
Prologue	<i>A separate introductory section of a literary, dramatic, or musical work.</i>
Sonnet	<i>A fourteen-line poem with a patterned rhyme scheme of 10 beat lines formed around a specific theme.</i>
Emotive language	<i>Language that is used to evoke an emotional response from the reader. It can be used to create a sense of urgency, excitement, or even fear.</i>
Rhetorical question	<i>a question asked in order to create a dramatic effect or to make a point rather than to get an answer</i>
Image/ Imagery	<i>Elements within a poem that spark off the senses- imagery can be visual, auditory or kinaesthetic.</i>
Metaphor	<i>A comparison between two things that are otherwise unrelated. With metaphor, the qualities of one thing are figuratively carried over to another.</i>
Simile	<i>A comparison between two unlike things that uses 'like' or 'as'.</i>
Foreshadowing	<i>A warning or indication of a future event.</i>

Learning Process

VISIT

1

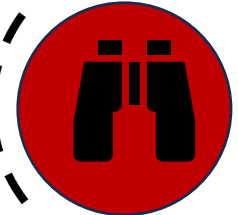
- Read a Shakespeare text with your class and teacher.
- Annotate the text.
- Consider your personal response.



EXPLORE

2

- Establish the meaning and message of the play.
- Discuss the attitudes to the love and conflict that the playwright is expressing.



ANALYSE

3

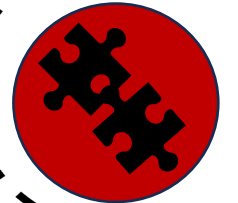
- Select important elements that convey the meaning.
- Look carefully at the ways the playwright has used form, structure and language to convey their message.



LINK

4

- Consider the importance of context.
- Link the poet's attitude to love and conflict to the context in which they are writing.



Year 8 - English - Topic: Shakespeare



Social and Historical Context

Romeo and Juliet is set in a Patriarchal Society. A patriarchy is a social system where men hold primary power and dominate society. Women were owned by men; they belonged to their fathers and gifted to their husbands, who then owned them.

Ordered Great Chain of Being was the basis of Elizabethan society. It is based on a hierarchical ordering of all people and creation. It meant that all people must adhere to their place in the chain – for example, women below men, higher classes above lower classes. If there was a break in the chain, Elizabethans believed that there would be chaos.

The Monarch at the time R&J was written was Queen Elizabeth. Society was incredibly religious and focused on order and obedience, especially to social norms.

Suicide was considered a sin and a betrayal of God's purpose. Suicide was considered evil, and those who died by it could not be buried in consecrated ground.

Petrarchan love – a Petrarchan lover is rejected which leads to inner turmoil. In Elizabethan society, it was the role of a woman to reject a man's advances.

Elizabethans believe that children were a gift from God. They were given to their parents. If a child disobeyed their parents, they were seen as disobeying God which was a sin.

Courtly love was characterised by falling in love at first sight and dying for your true love. For love to be considered courtly, the man cannot eat or sleep and isolates himself; he should forget his old love when a new one comes along; the man should speak in poetry when he is in love.

Fate is defined as the development of events outside of a person's control as it is defined by supernatural forces. In Elizabethan times, it was thought that a greater force (God, the stars) had defined destiny. Fate was a central concept in the Elizabethan Era, and it was highly respected.

Take It Further

- Read this Encyclopaedia Britannica Article on The Elizabethan Age: [Elizabethan-Age](#)
- Read more about William Shakespeare and his plays: [Explore Shakespeare](#)
- Watch these videos to help you develop your interpretation: [Spark Notes](#) and [GradeSaver](#)

Learning Checklist

- 1) Understand the playwright's attitude to, and their message concerning the love and conflict
- 2) Interpret the play's meaning through clear points.
- 3) Use a range of relevant quotations as evidence of your interpretation.
- 4) Analyse how the writer has used the dramatic form to express their ideas about love and conflict.
- 5) Analyse how the writer has used a range of dramatic and language techniques to create meaning.
- 6) Explore the context of the play and link it to the poem's meaning.
- 7) Explore the presentation of the love and conflict and the changing attitude to both over time.

Year 8 - English - Topic: Issues - Campaigning and Activism



AO1: Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts .

AO5: Communicate clearly and effectively to a reader. Selecting and adapt tone, style and register for an MP. Organise information and ideas, using structural and grammatical features to clearly signpost your argument.

AO6: Use capital letters accurately and write a range of sentences with accuracy. Use and spell a range of vocabulary to make ideas clear and engage a reader.

Key Terms	Definition
Examples	<i>Significant individual and their experiences that can be used for illustrative purposes.</i>
Summarise	<i>To provide a brief overview of a piece of writing.</i>
Audience	<i>The intended reader of a text, the audience will affect the style and language that you use.</i>
Purpose	<i>The intended effect on your text for the reader- to advise, persuade, inform, explain for example.</i>
Register	<i>How informal or formal your text sounds according to the language and grammatical choices you make.</i>
Specific	<i>Particular details which will make your text more interesting and appealing- focus on particular individuals and events.</i>
Persuasive techniques.	<i>Techniques that writers use to influence the reader such as- personal pronouns, anecdote, facts, examples, emotive words.</i>
Sentence variation.	<i>Vary the sentence types, such as using commands or rhetorical questions to engage and persuade the reader. Vary sentence openings to add interest and use commas accurately.</i>

Learning Process

1 VISIT

- Read a range of texts with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



2 SUMMARISE

- Sum up important aspects of the issue.
- Provide an overview of significant experiences.
- Sum up examples of those affected- Paulette Wilson.



3 ORGANISE

- Organise ideas into a clear structure.
- Employ a range of sentence types and structures to add interest.
- Communicate clearly with accurate capitals, punctuation and spelling.



4 REFLECT

- Consider the importance of writing to persuade.
- Proofread work carefully to ensure accurate capital letters, full stops and spelling.
- Complete DIRT tasks to ensure accuracy.







Year 8 - English - Topic: Issues - Campaigning and Activism



Revisit
Reduce
Rehearse
Retrieve

Content

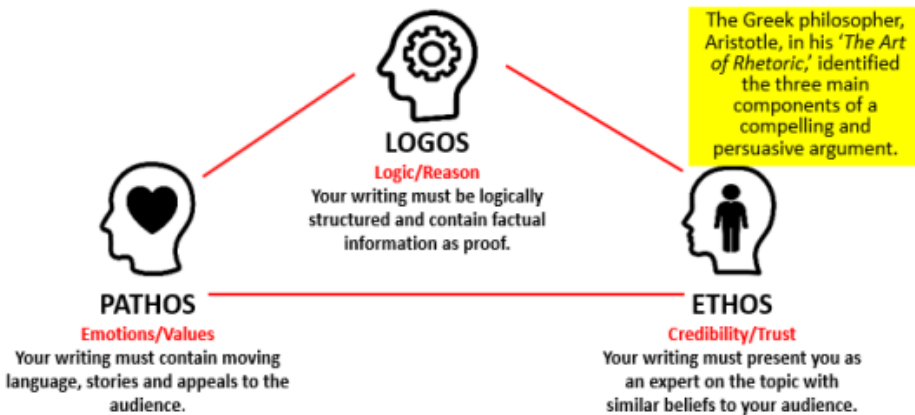
	Consider the attributes of significant activists and the methods they use to persuade an audience.
	Learn about the local activists Patrick Vernon and Paulette Wilson and their work on the Windrush Scandal.
	Understand the History of HMS Windrush and the way the Home Office treated those who migrated during the Windrush Scandal.
	Explore a speech by David Lammy when he spoke out in parliament on behalf of the victims of the Windrush Scandal.

Take It Further

- Read Malala's and Greta's speeches to the United Nations: [malala-un-speech](#); [Greta Thunberg Speech](#)
- Explore more examples of Windrush Victims [Victims of Windrush](#)
- Find out more about the Compensation Scheme [Windrush Compensation](#)

Learning Checklist

1. Write in a formal way to a figure of authority
2. Using elements of rhetoric (pathos, logos, ethos) to persuade a reader.
3. Create a clearly structured, convincing and logical argument.
4. Use connectives and linking phrases to create coherence in your writing.
5. Vary sentence structures by using connectives and adverbs at the beginning of your sentences.
6. Use commas after subordinate phrases and clauses in your writing.
7. Use full stops and capital letters accurately to make meaning clear in sentences.
8. Check the spelling throughout your letter to ensure that meaning is clear.



Year 8 - English - Topic: Poetry 'The Natural World'



AO1: Maintain a critical style and develop an informed personal response. Using textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by the writer to create meaning and effects; use relevant subject terminology where appropriate.

AO6: Show understanding of the relationships between texts and the contexts in which they were written.

Learning Process

1 VISIT

- Read a range of poetry texts with your class and teacher.
- Annotate the poems
- Consider your personal response.



2 EXPLORE

- Establish the meaning and message of the poems.
- Discuss the attitude to the natural world the poet is expressing.



3 ANALYSE

- Select important elements that convey the meaning.
- Look carefully at the ways the poet has used form, structure and language to convey their message.



4 LINK

- Consider the importance of context.
- Link the poet's attitude to nature to the context in which they are writing.
- Link the ways the natural world is presented to the context.











Key Terms	Definition
Stanza	<i>A group of lines of a poem forming a unit- a verse.</i>
Sonnet	<i>A fourteen line poem with a patterned rhyme scheme of 10 beat lines formed around a specific theme.</i>
Rhythm	<i>A regular repeated pattern of sound based on the beats and stressed unstressed syllables in a line.</i>
Rhyme	<i>Correspondence of sound between words or ending of words, especially when these are used at the end of a line.</i>
Image/ Imagery	<i>Elements within a poem that spark off the senses- imagery can be visual, auditory or kinaesthetic.</i>
Metaphor	<i>A comparison between two things that are otherwise unrelated. With metaphor, the qualities of one thing are figuratively carried over to another.</i>
Simile	<i>A comparison between two unlike things that uses 'like' or 'as'.</i>
Symbolism	<i>Symbolism is the use of words or images to symbolize specific concepts, people, objects, or events..</i>

Year 8 - English - Topic: Poetry 'The Natural World'



Content

Romantic		William Blake ' The Echoing Green ' (1789). From 'Songs of Innocence' Blake explores the natural cycles of life juxtaposing the young and the elderly.
		John Clare Sonnet ('I love to See the Summer Beaming Forth.') (1841) Clare expresses his delight in nature and the inspiration it brings him.
Victorian		Christina Rossetti ' A Birthday ' (1862) Uses abundant imagery from the natural world expressing her joy at being in love.
Modernist		Charlotte Mew ' May 1915 ' (1915) A poem devoted to the issues of death and renewal.
		AE Housman ' Tell Me Not Here It Needs Not Saying. ' (1922) Housman expresses a close bond with nature, but sees the natural world as indifferent to us.
Post- Modernist		Seamus Heaney ' Blackberry Picking ' (1964) Heaney explores the innocent childhood pastime of blackberry picking and the inevitability of change.
		Imtiaz Dharker ' Blessing ' (1988) Explores the scarcity of natural resources and how essential these are to human survival and joy.
		Grace Nichols ' Hurricane Hits England ' (1995) Nichols muses on the familiar element of her West Indies childhood has followed her to a very different landscape.

Take It Further

- Read this British Library Article on Romanticism: [British Library Romantics](#)
- Read more about Christina Rossetti and her poems [Christina Rossetti](#)
- Watch these videos to help you develop your interpretation: [Blessing](#) and [Hurricane Hits England](#)

Learning Checklist

1. Understand the poet's attitude to, and their message concerning the natural world
2. Interpret the poem's meaning through clear points.
3. Use a range of relevant quotations as evidence of your interpretation.
4. Analyse how the writer has used a poetic form to express their ideas about the natural world.
5. Analyse how the writer has used a range of poetic and language techniques to create meaning.
6. Explore the context of the poem and link it to the poem's meaning.
7. Explore the presentation of the natural world and the changing attitude towards it through literary periods.

Year 8 - English - Topic: Review Writing - Theme Park



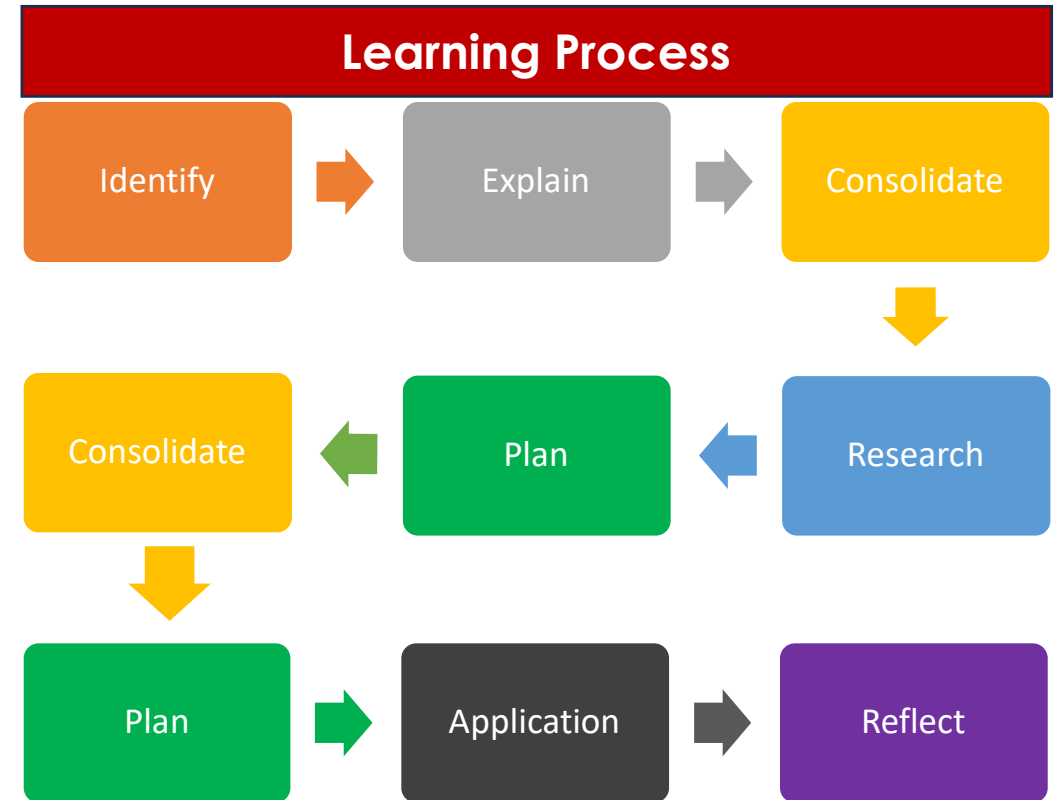
Key Vocabulary

Key Term	Definition
Task	The type of text you are writing e.g., a formal letter, an informal letter, a speech, a leaflet, a report, an article or a review.
Audience	Who you are writing for e.g., teenagers, parents or an Editor.
Purpose	The reasons you are writing e.g., to persuade, inform, entertain, argue, explain or advise.
Persuasive language techniques	Rhetorical devices that writers use to communicate a point of view they want their reader/audience to be agree with e.g., lists, rhetorical question, superlatives and rule of three.
Emotive language	Strong language choices used to elicit an emotional response e.g. oblivion, forbidden and electrifying.
Metaphor	A figure of speech that makes a comparison between two non-similar things to create a specific image e.g. 'My lips, two blushing pilgrims, ready stand' and 'Juliet is the sun.'
Simile	A figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of "like" or "as" to highlight a specific idea e.g. 'As gentle as a lamb.'
Personification	A figure of speech in which an idea or object is given human attributes and/or feelings or is spoken of as if it were human e.g. 'Earth hath swallowed all of my hopes.'

Key Skills

AO5: Communication and organisation.

AO6: Vocabulary, sentence structure, spelling and punctuation.



Key Learning Outcome: Writing Assessment

Write a review of a theme park ride.

Year 8 - English - Topic: Review Writing - Theme Park



Typical Tasks



Creative Tasks:

- Plan and design a theme park.
- Plan and design a ride for a specific audience.



Writing Tasks:

- Use language creatively and imaginatively.
- Organise ideas in a logical and engaging way.
- Responding to extract questions.



Reflection Tasks:

- Peer and self-assessment.
- **Directed Improvement and Reflection Time.**
- Responding to extract questions.

Key Tool: Complex sentences

Cause and effect:

If you are a thrill-seeker,
then you have found your match!

Adverbial opener:

Chillingly, you are suspended in the air for at least ten seconds, yet it feels like an eternity...



Choice question:

Speed, drops or loops – what gets your adrenaline pumping?

Connective opener:

Moreover, the launch of Vostok 1 in 2021 honours Yuri Gagarin's victory of being the first person in space.

Research:

- Identify and explain the way theme parks promote their rides to specific audiences.
- Examine the language used to appeal to specific audiences.

[Rides & Attractions | Alton Towers Resort](#)

[Writing to persuade guide for KS3 English students - BBC Bitesize](#)

Learning Checklist:

- I can write using a lively and engaging tone.
- I can write for a specific audience, such as thrill-seekers, children and teenagers.
- I can write for a specific purpose, such as to entertain, persuade, inform and explain.
- I can use facts and evidence to support my opinions.
- I can consistently make appropriate creative and ambitious vocabulary choices.
- I can organise my ideas to effectively build the reader's interest.
- I can use short sentences to accelerate the pace and create a sense of excitement.
- I can accurately punctuate short, simple, compound and complex sentences.
- I can demarcate the end of sentences using a range of punctuation marks.
- I can sustain depth in my writing.