



# YEAR 8 2021-2022 Autumn TERM 2

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Novel study

### Curriculum Intent

In addition to working further on objectives from Year \_\_, pupils will be taught, following National Curriculum guidelines, the following this term:

### Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
      - seminal world literature
        - choosing and reading books independently for challenge, interest and enjoyment.
        - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
        - understand increasingly challenging texts through:
          - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
          - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
    - checking their understanding to make sure that what they have read makes sense.
    - read critically through:
      - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
      - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these

### Skills/National Curriculum Links

- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

## **Writing**

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including:
    - well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
  - notes and polished scripts for talks and presentations
    - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
  - plan, draft, edit and proof-read through:
    - considering how their writing reflects the audiences and purposes for which it was intended
    - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

## **Grammar and vocabulary**

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech
  - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.<sup>1</sup>

## Spoken English


Pupils should be taught to:

- speak confidently and effectively, including through:
  - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
  - giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
  - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

## Curriculum Intent

This unit of work is Intended for students to study high quality literature. The novels have been carefully chosen and differentiated for each band and class. Within each novel there will be challenging themes, opportunities for cultural capital and a high level of language for students to study and analyse. The novel study should cover the main areas of a study for a literary text; plot, theme, characters, setting, narrative structure, analysis of literary techniques, research into context, author, key messages, interpretations, PETER paragraphs etc.

Novel studies should also be used as a way to encourage reading for pleasure as well as reading critically.

<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Spiritual, moral, social and cultural values are represented by consideration the themes and ideas present in the novel study</p> <p><b>PSHE/British Values:</b> Individual liberty, democracy mutual respect and tolerance are represented by the reflection on how meanings are shaped in the novels</p> <p><b>Skills Builder:</b></p> 
<b>Numeracy</b>	
<b>Literacy</b>	<p><b>Refer to PPTs for more detail</b></p> <p><b>Vocabulary Tier 2:</b></p> <p><b>Vocabulary Tier 3:</b> characterization, context, themes, structure, narrative, literary terminology, figurative language, symbolism</p> <p><b>Reading:</b> close study of the novel and contextual information</p> <p><b>Writing:</b> analysis and creative writing using the text as primary source</p> <p><b>Oracy:</b> class, paired, group discussion</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> book critic, reviewer, editor, publisher, proof reader, teacher, journalist, news</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b> the class novel is adapted to the ability of the class</p> <p><b>By resource:</b> a range of resources to support the teaching of the text</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p><b>Curriculum Implementation</b></p> <p>Within lessons, teachers will model reading strategies – how we read, understand, interpret the text. Students should be taught to read closely for information, how they form their impressions of the text, question, predict what will happen, opinions on characters, relationships etc. They should also learn to identify key quotes and analyse them in detail, as well as make links within the text. Teachers will model reading and interpretations, but as the novel study develops, students should make progress and independence in their ideas, interpretations and opinions.</p>
<b>Learning Outcomes (Knowledge)</b>	<p><b>Links to previous learning</b></p> <p>Students will have studied a novel in Year 7 in detail. This unit aims to develop deeper reading skills than used previously. Last half term's study of extracts in their travel writing will be developed further with closer analysis of language and meaning. There will be a building on the writing skills of last half term too.</p> <p><b>Core knowledge</b></p> <p>The author of the novel</p> <p>Context of the novel</p> <p>Key words linked to literary language, form and structure</p> <p><b>Core skills</b></p>

	<p>Reading for implicit and explicit meaning</p> <p>Making inferences</p> <p>Making links within and outside of the text</p> <p>Tracking plot, character, theme developments</p> <p>Considering a range of interpretations depending on the reader</p> <p>Understand that meanings can change over time</p> <p>Explain the effect of techniques</p> <p>PETER paragraphs</p> <p>Pick out quotes to support points</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p><b>Links to future learning</b></p> <p>This will link to the next novel study in Year 9 and then as preparation for KS4 English Literature. The practise and reading of literature should enable students to be proficient in their reading, ready for GCSE study.</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.