



YEAR 8 2023-24 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Non-fiction - Freedom

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
 - 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

Skills/National Curriculum Links

- 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

	<ul style="list-style-type: none"> ▪ 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.¹ <p>¹</p> <h2>Spoken English</h2> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. <h3>Curriculum Intent</h3> <p>This unit of work is intended to build on students' reading, inference and understanding skills by applying their skills with a range of non-fiction texts. The purposeful selection of text from significant political, historical and cultural figures and is intended to widen students' cultural capital. Students should also be encouraged to read beyond the extracts and seek out the full texts or other supplementary material to explore further. Students will also practise their fiction writing skills too, to keep the cyclical learning link each half term. In the long term, students practise non-fiction skills in each year ahead at KS3 and KS4.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a range of texts arranged thematically by week</p> <p>PSHE/British Values: the theme and topic has a strong focus on freedom, rights, liberty, individuals</p> <p>Skills Builder:</p> 
Numeracy	
Literacy	<p>Refer to PPTS for more detail</p> <p>Vocabulary Tier 2:</p> <p>Vocabulary Tier 3: dynamic verbs, semantic field, direct address, bias, perspective</p> <p>Reading: a range of non-fiction text types – speeches, letters, articles</p> <p>Writing: based on the theme of freedom</p> <p>Oracy: paired, group, class discussion</p>
Becoming future ready	<p>Careers/Employability: journalism – news, magazines, editor, speech writer, web writer</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	<p>By product: a range of resources to suit the ability of the class</p> <p>By resource: a range of resources to support the reading of the texts</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	<p>Curriculum Implementation</p> <p>Teachers are to cover the range of core skills, knowledge and objectives outlined in the weekly sequence. The weeks are organised by theme with model example extracts and range from speeches, to articles and letters, followed by explicit consolidation of writing skills before moving on to developing personal reading and interpretation. The suggested activities give flexibility and range for teachers to adapt and differentiate for the specific abilities of their own classes; they can supplement with their own chosen examples too. Texts and tasks should provide suitable accessibility but also challenge to all learners in lessons. There should be explicit modelling of reading and writing skills, moving to more independence as students make progress.</p>
Learning Outcomes (Knowledge)	<p>Freedom (6 weeks)</p> <p>This unit of work will cover reading some classic fiction extracts to model excellent writing as well as inspiring students to write their own versions and ideas. Although it is a writing unit, please use extracts to practise reading, interpretation and analysis skills. This will support their writing of texts too.</p> <p>Texts to cover are outlined below. At least two of the texts should be covered each week, depending on the ability of the class.</p> <p>Students should be taught to read for information and analyse the structure of the writing.</p> <p>Links to previous learning:</p> <p>Students have covered some non-fiction writing of news articles in Year 7. They should be familiar with writers' techniques to use when analysing or writing.</p> <p>Core knowledge:</p> <p>Know the features of different text types</p> <p>Know a range of contexts linked to the extracts</p> <p>Know the key terminology of techniques linked to different non-fiction purposes</p> <p>Know key structural terms and their effects</p> <p>Know a variety of sentence openings</p> <p>Core skills:</p> <p>Reading for information, stylistic analysis in autobiographical extracts</p> <p>Make inferences and interpretations in texts</p> <p>Apply accuracy in punctuation, sentence forms, paragraphs, spelling to writing</p> <p>Adapt their writing to suit the purpose, formality and text type.</p> <p>Using a range of writing techniques for effect</p> <p>Structuring writing clearly and for effect</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>

Current learning to be developed in the future within:	Links to future learning: Reading and writing skills will increase in challenge, difficulty, variety in each year. Non-fiction texts to cover in later years include more essays, news articles, letters, journals etc. This will also serve as good preparation for KS4.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.