

YEAR 8 LONG TERM PLAN 2015 – 2016 – MAIN ASSESSMENTS

Several suggested activities below are optional and can be tailored and changed to suit the needs of your class.

The **highlighted** activities are the preferred assessments (which can also be adapted) that should be completed in the students' assessment books (A4).

TERM	UNIT (no. of weeks)	READING	WRITING	SPEAKING AND LISTENING
1 Use the CGP workbooks/ Grammar Matters photocopiable worksheets/KS2 SPaG tests to consolidate and introduce new SPaG topics. (This can be done as homework, starter activities, standalone lessons, etc.)	Accelerated Reader			
	Class novel – (See year 8 novel choices)	<ul style="list-style-type: none"> Opening chapter - comprehension questions. <li style="background-color: yellow;">Reinforce P.E.E/introduce PEAS. E.G. <ul style="list-style-type: none"> 'How is the character of _____ presented in the opening of the novel?' 'How has the author created an interesting opening to the novel?' 		Character hot-seating – end of novel
	*Gothic Fiction – To rotate module: X1/Y2 – term 1; X3/Y1 – term 2; X2/Y3 – term 3	<ul style="list-style-type: none"> Explore/read a wide range of extracts from the 'Smart Learning' gothic fiction module OR <u>use own resources</u>. <p style="text-align: center;">(SEE SMART LEARNING TEACHER/STUDENT BOOK)</p>	<ul style="list-style-type: none"> <li style="background-color: yellow;">Narrative Writing – practising opening and endings of stories. 	
Shakespeare Text – Macbeth Possible novel to support - 'MacB' – lower ability sets?	<ul style="list-style-type: none"> Y BAND - Translating the 'dagger' speech OR X BAND - 'How are the witches presented in the play?' - E.G. 	<ul style="list-style-type: none"> Witches spells – create a witch's potion book. 	'Double, double toil and trouble' – 'witch' performances of written spells	
2 Use the CGP workbooks/ Grammar Matters photocopiable worksheets/KS2 SPaG tests to consolidate and introduce new SPaG topics. (This can be done as homework, starter activities, standalone lessons, etc.)	Accelerated Reader			
	*Year 8 Play – There's a Leak <u>To rotate module:</u> X3/Y1 – term 1; X2/Y3 – term 2; X2/Y2 – term 3	<ul style="list-style-type: none"> OR <u>use own choice of play</u>. Read and study the conventions of a script/characters/stage directions, etc. 		Act out chosen scenes.
	Reading/Writing Non-Fiction – Travel and Tourism	<ul style="list-style-type: none"> Explore different non-fiction texts of different countries/places/attractions (this could take place in the LRC). See PTU for 19th & 21st Century reading test. <li style="background-color: yellow;">Non-fiction reading test (21st Century texts)– X BAND – 'Swamped by the Plastic Tide' & 'Alone, I can do nothing...we'll make a real difference'. Y BAND – 'Sheffield Tops UK Car Crime Charts' & 'Steer Clear of Car Crime'. (See LRI for electronic copies) 	RECAP ON YEAR 7 COVERAGE <ul style="list-style-type: none"> Remind students of the format (how they look visually/are set out) of the following – RRAGSLL (Report, Review, Article, Guide, Speech, Leaflet, Letters – formal/informal) Explore PATT (purpose, audience, text type). <li style="background-color: yellow;">Speech and/or Leaflet – Link to travel theme. 	
19th Century texts: Standing the test of time (Dynamic Learning Unit 4) (IF TIME ONLY)	<ul style="list-style-type: none"> Researching 'The Canterbury Tales' – rewrite the blurb (or any other 19th Century text of your choice'). Study of the opening chapters of 19th Century novels (use canon?). 			

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<p>3 Use the CGP workbooks/ Grammar Matters photocopiable worksheets/KS2 SPaG tests to consolidate and introduce new SPaG topics. (This can be done as homework, starter activities, standalone lessons, etc.)</p>	Accelerated Reader			
	<p>*Year 8 Poetry Anthology work – (See DKE for A5 booklet or teacher's choice) <u>To rotate module:</u> X2/Y3 – term 1; X1/Y2 – term 2; X3/Y1 – term 3</p>	<ul style="list-style-type: none"> • Links to GCSE-style bullet points - exploration of: <ul style="list-style-type: none"> ❖ the content of the poem; ❖ the ideas of the poet; ❖ the mood or atmosphere; ❖ how they are written; ❖ personal responses. (You may wish to use reading AOs instead.) <li style="background-color: yellow;">• Comparative poetry response. 	<ul style="list-style-type: none"> • Poetry writing – competition? 	
	<p>Class novel 2 (See year 8 novel choices)</p> <p>(IF TIME ONLY)</p> <p>Research and Presentation – literary figures</p>	<ul style="list-style-type: none"> <li style="background-color: yellow;">• 'Here and Elsewhere' ** • Research a celebrity – 'Top 10 factsheet'/research booklet. 	<ul style="list-style-type: none"> • Book review. 	<p style="background-color: yellow;">Formal presentation on chosen literary figure. ***</p>

YEAR 8 – End of year exam
 TASK: Write a speech aimed at your fellow students, encouraging them to _____.(TBC)
PLEASE DO NOT SHARE THIS WITH YOUR STUDENTS PRIOR TO THE EXAM

* **Rotation of Gothic Fiction, play & poetry units** – this is so each teacher/class can access the resources.

** **'Here and Elsewhere'** – This is a new, GCSE-style question where students are asked to answer an extract question, looking at either a character or a theme. They are then asked to answer an essay-style where they are asked to explore the novel as a whole, focusing on that same character or theme.

E.g. How is Mr Tom presented in this extract when he first meets William?

How does Tom's attitude to William change throughout the novel? Make three specific references to events in the novel when discussing the character.

(Goodnight Mr Tom by Michelle Magorian)

*** Kenneth Grahame, Anne Frank, JK Rowling, Enid Blyton, Roger Hargreaves, The Bronte sisters, Lewis Carroll, Samuel Pepys, Charles Dickens, JRR Tolkien, CS Lewis, Thomas Hardy, A.A. Milne, Hans Christian Anderson, Malorie Blackman, Michael Rosen, Frank Cottrell Boyce (especially given his involvement in the London 2012 Games), Eva Ibbotson, Michael Morpurgo, Patrick Ness, Louis Sachar.