

# Year 8 English Learning Outcomes

## Unit 1: Comparing Non-fiction Texts

- **Intent:** Reinforce an appreciation and love of reading and language, drawing meaning from texts from different genres; further developing their writing styles through exposure to a variety of texts; retrieval practice of subject specific terminology through recognition and inclusion in own interpretations; and explore the effects of language on the reader. Develop an understanding of fiction and non-fiction and appreciation of comparisons across time.
- **Conventions of genre:** thriller and adventure with a focus on being trapped.
- **Relevant ideas about:** contextualising the cultural capital of 19th, 20th and 21st century through historical events; views and rights of women; technology; travel; health; and social classes.
- **Understanding of:** the meaning of key terms; developing planning skills; developing independence skills in retrieval and recognising and using language devices.
- **Writer's use of and students' use of:** a varied, ambitious vocabulary and grammar that directs the reader and shapes meaning.
- **Understanding how to** focus on the retrieval of facts and beginning to interpret language and structural features.
- **Understanding how to** write: in an imaginative manner; how to structure a language response; and how to organise information and ideas, using structural and grammatical features.

## Unit 2: Introduction to 19th Century Literature, A Christmas Carol

- **Intent:** Reinforce an appreciation and love of reading and language, drawing meaning from a classical 19th century text by contextualising through delivery during the Christmas period – this is to introduce students to a 19th century style of writing; retrieval practice of subject specific terminology through recognition and inclusion in own interpretations; and explore the effects of language on the reader. Embed an appreciation of C19th syntax and lexicon. Embed a love of classic literature.
- **Develop** to further develop an appreciation of C19th literature and the social issues that drive great literature.
- **Conventions of genre:** ghost story, social commentary.
- **Relevant ideas about:** reflecting on cultural capital by studying aspects of society in the 19th century.
- **Understanding of:** archaic language and textual issues such as themes of social injustice, redemption and festive beliefs and interpretations.
- **Writer's use of and students' use of:** an increasingly ambitious vocabulary and beginning to craft linguistic devices more assuredly to match purpose and audience. This includes the use of adjectives, pathetic fallacy, similes and metaphors.

- **Understanding how:** interpret a classical style of writing with a focus on contemporary views and to explore its purpose and the intended influence on its audience.
- **Understanding how to write:** in response to a language style question.

### Unit 3: Rhetoric

- **Intent:** to learn to love the spoken word and develop a passion for articulate writing based on the traditional Greek principles of Rhetoric. To also learn about the cultural capital that informs our British values through the foundations of western civilisation.
- **To prepare** for spoken language presentations and develop a confident approach to presenting ideas in a confident and structured way.
- **Conventions of genre:** to develop an understanding of persuasive written and spoken language.
- **Relevant ideas about:** logos, ethos and pathos
- **Understanding of:** the key tenant of persuasive language – recognising it and using it.
- **Writer's use of and students' use of:** increasingly more sophisticated vocabulary of rhetorical devices.
- **Understanding how:** to summarise and organise material and support ideas and arguments with any necessary factual detail. Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. To draw on knowledge of literary and rhetorical devices. To explore writing and spoken language with precise and confident use of linguistic and literary terminology.
- **Understanding how to write:** a persuasive speech using logos, ethos and pathos.

### Units 4 and 5: Long form Fiction Holes

- **Intent:** to appreciate fiction and the development of character. To learn to appreciate symbolism and layered narratives. To understand how different timelines can shape a narrative and add to the reading experience.
- **Conventions of genre:** 1st person; use of chapters; omniscient narrator; characterisation; conflict; climax; story arcs, multiple narratives, time shifts.
- **Understand and define** nomenclature; explicit; implicit; inference; adverbs to describe a character; personification; symbolism; analogy, cyclical, fate, the importance of history.
- **Contextual ideas of** the wild west, youth offending, migration.
- **Writer's use of** setting; names; imagery; extended metaphors; symbolism; similes; metaphors; pathetic fallacy; personification; contrast; juxtaposition; adjectives; symbolism; structure;
- **Use of symbolism** such as: allegory, idioms, archetypes, stereotypes, cliché.
- **Use of characters** such as: heroes; anti-heroes; henchmen.
- **Writer's use of and students' use of** a varied, ambitious vocabulary and range of sentence structures for clarity, purpose and effect, with accurate spelling and punctuation that directs the reader and shapes meaning.
- **Understanding how to** write a successful non-fiction article that uses a triplet that addresses the keywords in the question, engages the reader through interesting vocabulary and grammatical constrictions, varied vocabulary and precise punctuation to aid meaning. Use of rhetorical devices to engage the reader.
- **Understanding how to** present a speech using Standard English, clear rhetorical devices and engaging use of voice. Answer questions in a clear and considered way.

## Unit 6: Poetry from Other Cultures

- **Intent:** to develop the love of poetry introduced earlier in the curriculum and to engage with the development of literature over time and the changing styles of poetry.
- **Conventions of genre:** poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- **Study of** poetry from non-British cultural viewpoints such as Dharker, Nicholls, Agard and Heaney as well as others.
- **Contextual ideas of** how poetry reflects cultural experience and how language is central to identity and perception of the world. English as a global language with global roots and influences.
- **Understanding of** textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- **Writers' use of** metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- **Use of** symbolism such as hurricanes, art, the landscape, arid areas, the preciousness of commodities British people take for granted.
- **Understanding how to** write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- **Understanding how to** write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison. Comparing the methods.