Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

Curriculum Plan
KS3 – English
Year 8

Golden Threads

- Increasing reading confidence in engaging with a diverse range of texts from different periods, genres and viewpoints.

- Introducing how social, historical and cultural contexts affect the production and reception of texts.

- Using style models from the literary canon to craft genre writing.

- Developing further literacy skills, learning how to apply them more deliberately for effect.

Enrichment

- Students are invited to attend newspaper club.

- A timetabled monthly library lesson to encourage independent reading.

- Visit from a published poet or author.

Review and Evaluation

End of school year 2025

Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
The Gothic (Writing Skills) *Through extracts students explore the conventions of the Gothic genre and how writers create suspense.* Sentence structures and accurate use of punctuation to create certain effects. Broaden use of vocabulary. Understanding and application of genre conventions, including different character archetypes of Gothic genre and language/ structural techniques. Accurate spelling.	Students develop independent reading skills and close reading of the effects of how writers use punctuation. Students develop their writing skills focusing on creating suspense and setting.	**Whole class check in** Writing: Students write the opening to a Gothic story based on an image	• Difference between Horror, Gothic horror and terror • Comma splicing • Inaccurate sentence structures e.g. missing tense or subject	**Tier 2** • Corrupting, evil, menacing, sinister, monstrous, terrifying, despair, vengeful (see Y8 Gothic Word Wheel) • Omens, portents, , tyrannical, melancholy, connotations, illicit, transgression, gnarled, perilous, dismal **Tier 3** • Pathetic fallacy, personification, the obscure, unreliable narrators, character tropes such as femme fatale and damsel in distress	**Building on Y7 New Beginnings:** how setting can be created **Building on Y7 Survival of the Fittest:** sentence types and clauses **Building on reading SOLs from Y7 and E&D:** inference, decoding, comprehension, analysing language

Term 1

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Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2 — **Equality and Diversity (Reading Skills)** *Class reader teacher discretion from a list including 'Noughts and Crosses', 'Curious Incident…', 'Things a Bright Girl Can Do', 'Bone Talk', etc.* Students explore themes of racism, oppression, and importance of tolerance both in a variety of poetry from an array of perspectives, as well as in a longer prose text.	Students consider the structure of texts, layout, characterisation, context and how these are used by writers to present diversity. Students should then be equipped to discuss these texts in a way that considers them as constructs of meaning and developing personal responses.		• Accuracy of terminology (e.g. difference between similes and metaphors) • POC Excellence: addressing misconception that POC narratives begin with oppression and prejudice.	**Tier 2** • Analyse, connotations • Sympathy/empathy, mature, innocent, naïve • Oppression, imperialism, segregation, prejudice, colonialism **Tier 3** • Form, free verse, metaphor, simile, dramatic monologue • Tension, exposition, rising action, falling action, denouement • Conflict, resolution, character development • Accent, dialect, slang, formality, colloquial	**Class Reader** Links to Memorable Characters and AMSND in Y7: developing understanding of the structure of a narrative text, developing language analysis, developing personal response, inference and comprehension, tracking characterisation, analysing an extract,
Term 3 — **Equality and Diversity (Writing Skills)** *Class reader teacher discretion from a list including 'Noughts and Crosses', 'Curious Incident…', 'Things a Bright Girl Can Do', 'Bone Talk', etc.* Students explore themes of racism, oppression, and importance of tolerance both in a variety of poetry from an array of perspectives, as well as in a longer prose text.		Whole class check in			

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Term 5	**Childhood: Dickens (Writing Skills)** *Through reading a variety of extracts from Dickens' novels, students how Dickens represented growing up in Victorian* Understanding and exploring Dickens' use of language and structure in terms of what it can illustrate about Victorian childhood and characters	Utilising Dickens' writing skills to create characters by using sentence structures, ambitious punctuation and a broadened application of vocabulary	**Whole Class check in** Analysis of how the character of Bill Sikes is presented	• Dickens is inaccessible and irrelevant to modern society • Effectively linking between paragraphs	**Tier 2** • Piercing, wrenching, whisper, trudging, rugged, slight, scrawny, dingy, pristine, dishevelled, **Tier 3** • Synonym, antonym • Victorian, contrast, dialogue, lists	**Links to Y8 Gothic:** knowledge of 20th century texts decoding vocabulary and building vocabulary **Y7 Revision:** Punctuating speech, sentence functions
Term 6	**Childhood: Poetry (Reading Skills)** *An exploration of ideas about childhood and growing up through poetry.* Students explore a variety of poetry based on the theme of childhood. Understanding poetic devices and conventions of poetry and the ability to compare poet's ideas and methods such as tone.	Students develop their own writing skills. In the other part of the unit, students consider different perspectives of childhood through studying poem	**Knowledge Test** This term, students will complete a knowledge test comprising of short answer questions based on their learning over the last 5 terms. The test will be out of 40.	• Poems have to rhyme • Poetry is boring • Accuracy of terminology • That there is one correct way to interpret texts	**Tier 2** • Compare, analyse, connotation, in contrast, similarly, alternatively etc • reflection, nostalgia, inevitable **Tier 3** • Enjambment, caesura, stanza, semantic field, simile, metaphor, multi-syllabic, poly-syllabic, dramatic monologue, hyperbole, juxtaposition, sibilance, tone	**Building on Y8 E&D:** Developing knowledge of how to write a personal response, how poets create a voice, how poets use form structure and language to convey meaning **Building on poetry Y7 Survival of the Fittest:** developing knowledge of how to compare and write developed analytical, comparative paragraphs