



Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: Year 8			SUBJECT AREA: English
Autumn 1	Reading	Writing	Speaking and Listening
Knowledge	<p>Start of Year Assessment</p> <ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Class novel: character and plot 	<p>Start of Year Assessment</p> <ul style="list-style-type: none"> Revision of specialist systems: shape coding Writing to persuade for a range of audiences Mini-assessment on Persuasive Writing (teacher led) A range of non-fiction text types e.g. letter, article, report Revising specialist systems: shape coding 	<ul style="list-style-type: none"> Etiquette of speaking to a group Difference between formal and informal speech Asking appropriate questions Speaking and Listening Assessment
Skills	<ul style="list-style-type: none"> Reading comprehension Inference (picture and sentence level) Make justified predictions Develop inference skills Use QUACK to answer comprehension questions Strategies for decoding more complex words Information retrieval Weekly Phonics/Spelling 	<ul style="list-style-type: none"> Transactional Writing Paragraphing/ developing use of punctuation Introduce simple and extended conjunctions Generating ideas Drafting Adapting writing Explicit teaching of spelling, punctuation and grammar 	<ul style="list-style-type: none"> Performance Questioning
Vocabulary	<p>Genre Audience Purpose Inference Quote Narrative</p>	<p>Paragraph Conjunctions Persuasive language Rhetorical questions Formal and informal writing</p>	<p>Formal and informal language Speech, talk, debate.</p>



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	Retrieve Inference		
Autumn 2			
Knowledge	<ul style="list-style-type: none"> Develop knowledge of narrative styles/genres. Develop inference skills Class novel Mini-assessment on novel 	<ul style="list-style-type: none"> Writing to imagine Transactional Writing Paragraphing/ developing use of punctuation Generating ideas Drafting Adapting writing 	<ul style="list-style-type: none"> Thinking in character Improvisation Performing Discussing and evaluating
Skills	<ul style="list-style-type: none"> Reading comprehension Inference (picture and sentence level) Give reasons for inferences Weekly phonics Termly Reading Assessment 	<ul style="list-style-type: none"> Planning a story Re-drafting Making improvements to story writing Explicit teaching of spelling, punctuation and grammar Termly Writing Assessment 	<ul style="list-style-type: none"> Speaking to the class Performing in-front of peers Understanding character Responsive listening
Vocabulary	Quote Narrative Inference	Plan Imagine Punctuation Adjective Adverb	Hot-seat Improvisation
Spring 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Weekly phonics/spelling 	<ul style="list-style-type: none"> Explicit teaching of spelling, grammar & punctuation Writing to perform 	<ul style="list-style-type: none"> How to perform Appropriate tone Projecting the voice



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	<ul style="list-style-type: none"> Develop and extend knowledge of narrative styles/genres Class Play Mini assessment on the play (teacher-led) 	<ul style="list-style-type: none"> Paragraphing/ developing use of punctuation Generate ideas Drafting Adapting writing Making improvements 	
Skills	Reading comprehension	To use stage directions Correct lay-out for a playscript	Performance skills
Vocabulary	Genre Audience Purpose Inference Narrative	Stage directions	Tone Projecting

Spring 2			
Knowledge	Poetry – a range pre and post 1900 Unseen Poetry Teacher led Poetry Assessment	Writing to describe Non-fiction and fiction descriptive examples pre and post 1900 Teacher-led mini Writing Assessment (Descriptive)	Performance Poetry Teacher Led Performance Poetry Assessment
Skills	<ul style="list-style-type: none"> Weekly phonics/spelling Identify literary devices Strategies for decoding more complex words Personal response Using inference and deduction 	<ul style="list-style-type: none"> Explicit teaching of spelling, punctuation and grammar Use literary devices in own writing Paragraphing/ developing use of punctuation Generate ideas Drafting Adapting writing 	



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Vocabulary	Describe/descriptive Simile / metaphor Repetition Alliteration		Tone Emphasis
Summer 1	Reading	Writing	Speaking and Listening
Knowledge	<ul style="list-style-type: none"> Weekly phonics/spelling <p>Shakespeare play</p> <ul style="list-style-type: none"> Cover plot/characters/theme through engaging activities Read selected key scenes with a focus on language Understanding of the relationship between text and context 	<ul style="list-style-type: none"> Explicit teaching of spelling, punctuation and grammar Monologues/diary entry in response to text Re-drafting/editing written work Paragraphing/ developing use of punctuation Generate ideas Drafting Adapting writing 	Perform scenes from the play (modern or Shakespearean language) Hot seat key characters
Skills	<ul style="list-style-type: none"> To identify and write about themes Reading Shakespeare (some) 	<ul style="list-style-type: none"> Extended writing Writing in character Re-drafting 	
Vocabulary	Themes Genre Context Plot Characters	Monologue Diary entry Past tense Chronological order Perspective	
Summer 2	Reading	Writing	Speaking and Listening
Knowledge	Shakespeare continued Mini assessment on the Shakespeare play covered	Writing to analyse Introduce the idea of quotes to back up ideas (point, evidence)	
Skills	Weekly Phonics/Spelling	Explicit teaching of spelling, punctuation and grammar	

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	To identify and write about themes Reading Shakespeare (some) End of Year Reading Assessment	Extended writing Writing in character Re-drafting End of Year Writing Assessment	
Vocabulary	Themes	Point Quote Evidence	