

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum, which prepares students for adulthood.

8E - Explorer Curriculum – *English and Communication* 8 Weekly Lessons

Year 8	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p><u>Topic:</u> <u>Class Reader</u></p> <p><u>Reading:</u></p> <p>Whole class reading of a novel, selected by the teacher from stock and read mainly by the teacher and selected pupils if they want to read aloud. (No pupil should be forced to)</p> <p><u>Writing:</u></p> <p>Written responses to the class reader – comprehension type questions, letters to characters, prediction- what do you think the character will do next? Etc.</p> <p>S&L –on going discussion about the plot, characters whilst reading. Role play based on</p>	<p><u>Topic: Fantastic places!</u> <u>Travel Writing.</u></p> <p><u>Reading:</u> Factual descriptions, simple travel brochures / advertisements. Describing and comparing basic sources.</p> <p><u>Writing:</u> nonfiction descriptions of places and locations from around the world. Students’ design and write about their chosen location (fictional or real) for a travel brochure.</p> <p><u>S&L:</u> Students describe their favourite locations and present their own.</p> <p><u>Key Questions</u></p> <p><u>Reading</u></p>	<p><u>Topic: Story Settings.</u> <u>Can I write alternative openings / endings?</u></p> <p><u>Reading:</u> short stories and extracts. Compare simple stories. Openings Vs Endings</p> <p><u>Writing:</u> planning and writing the beginning of a short story.</p> <p><u>S&L:</u> discussions about what makes a great story opening / ending.</p> <p><u>Key Questions:</u> <u>S&L</u></p> <p><u>-What is a setting?</u> - What do we find in different settings? - Who might we find in different settings? - How do different</p>	<p><u>Topic: Riddle Me-</u> <u>having fun with simile and alliteration.</u></p> <p><u>Reading:</u> extracts from poets’ / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p><u>Writing:</u> planning and writing their own poems (e.g. w forms).</p> <p><u>S&L:</u> Group work- responses to poems / presenting their poetry.</p> <p><u>Key Questions:</u> -What is rhyme? -What is poetry? -What is rap? -What words sound the same? -What nursery rhymes do I like or used to like? -Can I join in with a poem / rhyme? -Can I say which poem / rap is my favourite?</p>	<p><u>Topic: Adverts</u> <u>The power of persuasion!</u></p> <p><u>Reading:</u> a variety of adverts / captions / headings- recognising basic techniques used.</p> <p><u>Writing:</u> planning and writing an advert e.g. healthy eating / in small groups / pairs using persuasive words.</p> <p><u>S&L</u> -group presentation on their advert.</p> <p><u>Key Questions</u> <u>Reading / S&L</u> <u>Can I:</u> -explore what makes a successful advert? Examples on YouTube:</p> <ul style="list-style-type: none"> • Healthy eating- <u>eat like a Champ!</u> • Change for 	<p><u>Topic: Time Capsule!</u> <u>Creative writing project.</u></p> <p><u>Reading:</u> reading extracts from Good Night Mr Tom or Carrie’s War (or another suitable book from the past).</p> <p><u>Writing:</u> planning and writing time capsule ideas. E.g. letter to future self, description of three important items e.g. cuddly toy, picture of someone important, favourite memory.</p> <p><u>S&L:</u> presenting their time capsule ideas to a small group or the class,</p> <p><u>Key Questions:</u> <u>S&L</u></p>

<p>the characters and <u>plot</u>.</p> <p><u>Key Questions</u> <u>S&L Can I:</u></p> <p>Follow and understand the plot of a chosen novel?</p> <p>Key Questions Reading: Can I: - Follow a plot? - predict what may happen next? - retell a short story to a peer? - participate in discussions about the character read and listen attentively to others? - record and retrieve key information? - summarize what I have read?</p> <p><u>Writing</u> <u>Can I:</u></p> <p>- Answer questions based on a text? - write about characters in a fluent way? - use similes? - identify the audience? - write legibly and fluently? - inset full stops and capital letters consistently? - begin to select appropriate style, grammar and vocabulary choices?</p>	<p><u>Can I:</u></p> <p>- read extracts from non-fiction sources e.g. holiday brochures and understand the main points? - show an interest in what I have read? - record and retrieve key information from the sources I read? - identify very basic persuasive techniques- questions to the reader? - explain and discuss what I have read with a partner? - listen to what others say when discussing a text? - research a country / location of my choice recording key points in a mind-map?</p> <p><u>Writing</u> <u>Can I:</u></p> <p>- plan and write a travel brochure for my favourite place. - plan and describe my own (real or imagined) location write a factual description? - include some appropriate adjectives - write legibly? - use simple organizational features e.g. headings / sub-headings in my</p>	<p>settings make us feel?</p> <p>- Can I: describe my favourite place? - describe using my senses? - simply compare two settings?</p> <p><u>Writing</u> <u>Can I:</u></p> <p>- plan and write (with support) a simple description of a setting using pictures. - Trace or overwrite my descriptions. - show an awareness of how text is organised on a page e.g. headings - copy letter forms E.g. labels and/or captions for display. (Lower ability). - begin to explore using upper and lower case letters. - compare simple stories and write about my preferences? - write an alternative ending to a given story? e.g. Narnia? Spirited Away? The Witches? Skellig? (any suitable story) - Include adjectives and interesting sentence structure in my opening.</p> <p><u>Key Skills and Knowledge:</u></p>	<p>- Why are poems used to express something? (discussion) - Can I create my own simple shape or acrostic poem?</p> <p><u>Reading:</u></p> <p>- select some words / pictures from a familiar rhyme and give it meaning? - show curiosity about what is being read? - ask appropriate questions about given raps / poems? - make inferences about what a poem is about? - associate sounds with patterns in rhymes. - make simple comparisons between poems?</p> <p><u>Writing.</u> <u>Can I:</u></p> <p>- plan / write my own simple acrostic or shape poem about something important to me? e.g. bullying, my favourite music etc - include appropriate adjectives in my poem? - attempt to insert punctuation in my poem?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted points.</p>	<p>life- <u>eating less sugar</u></p> <ul style="list-style-type: none"> <u>Excuses- Change4Life</u> <p>- identify key organisational features? E.g bullet points, headings, pictures, sub headings. - pick out key information from an advert/flyer? - identify facts and key words in an advert? - infer if something is healthy / unhealthy? - recognize basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics. - explore why an advert has chosen a particular picture?</p> <p><u>Writing.</u> <u>Can I:</u></p> <p>- plan and write my own advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily (adapt to suit the class). - include key organisational features? E.g bullet points, headings, pictures, sub headings. - include basic persuasive techniques? E.g rhetorical</p>	<p>- What is a time capsule? - Why would people keep one? - Can I create a time capsule of your favourite items? Ideas for capsule: Snack package? Pictures of your favourite items? Letter to future self? Description of three important items e.g. cuddly toy, picture of someone important, favourite memory. - Can I explain why I have chosen my items (3 or more).</p> <p><u>Key Skills and Knowledge:</u> <u>Writing. Can I:</u></p> <p>- plan and write (with support) a simple description of my Time Capsule items? - trace or overwrite my ideas? (lower ability) - show an awareness of how text is organised on a page e.g. headings, sub headings. - copy letter forms e.g. labels and/or captions for displays (lower ability) - choose the best sentences to give meaning for my reader. - include appropriate adjectives, similes in my writing? - proof-read and edit my writing for</p>
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	<p>-proof-read and edit my writing for spelling and punctuation errors.</p> <p>S&L- Can I: -Talk about plot and characters in class/group discussions? -ask questions linked to the novel? -give opinions on the novel? Participate in role play, based on the characters in the novel.</p> <p>Key skills and Knowledge: See highlighted points.</p> <p>Suggested Reading: .</p>	<p>writing? -make some appropriate grammar and punctuation choices? -Proof-read for spelling errors.</p> <p>S&L See autumn 1 key questions.</p> <p>Key Skills and Knowledge: See highlighted points.</p> <p>Suggested Reading: Please see above.</p>	<p>See highlighted points.</p> <p>Suggested Reading: The Chronicles of Narnia. Spirited Away. The Witches. Skellig.</p>	<p>Suggested Reading: Examples of acrostic poems. Use colourful visual aides to support understanding.</p>	<p>questions, triplets, facts / statistics.</p> <p>Key Skills and Knowledge: See highlighted areas</p> <p>Suggested Reading: Please see above.</p>	<p>spelling and punctuation errors.</p> <p>Key Skills and Knowledge: See highlighted points.</p> <p>Suggested Reading: Please see above.</p>
Links to Gatsby Benchmarks:	3, 4- Reading for understanding in any job.	4- Tourist industry.	4- Being an author, illustrator.	4- Working as a Rap Artist or Poet.	4- Marketing	4- Being an Historian.