Year 8 – ENGLISH Programme of Study
How do writers use language to influence?

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. **Read and make points about a text** 2. **Analyse the effect of language, structure and form to understand writers' meaning.** 3. **Explore contextual influences and links between texts** 4. **Offer evaluative comment** 5. **Consider the impact a text has on key questions as defined below** 5. **Craft writing for audience and purpose** 6. **Communicate clearly with technical accuracy** **What does this teach me about myself and my identity? What does this teach me about humanity? What does this teach me about relationships and power?**	**Exploring texts: Poetry of Identity:** • understanding writer's methods; • exploring the voices of others; • exploration of authentic non-fiction texts; • making comparisons in language and structural choices; • developing empathy; • considering themes of humanity and identity. (Comprehension, inference, analysis, comparison) **Assessment:** How have the poets presented....? Comparative essay **Writing unit: Explorations** • focus on technical accuracy and grammatical elements; • model example texts; • application of learning to own creative writing.	**Crafting writing: Rhetoric:** • analysing the language of key speeches from MLK, Churchill, Greta Thunberg and Donald Trump; • exploring the impact of deliberate language devices; • exploring impactful oracy in delivery of own speeches; • exploring the power of language to influence. (Comprehension, analysis, crafting writing, technical accuracy) **Assessment:** Write a persuasive speech on a chosen topic	**Exploring a text: Animal Farm:** • exploring the power of persuasive rhetoric; • considering context and the novel as an allegory; • considering ideas of humanity. (Comprehension, inference, analysis, evaluation, context) **Assessment:** How does Orwell create an atmosphere of fear and terror?	**Exploring a text - Macbeth:** • evaluation of Lady Macbeth; • exploration of contextual influences; • considering ideas of power. (Comprehension, inference, analysis, evaluation, context) **Assessment:** How has Shakespeare presented Lady Macbeth as a manipulative character?	**Crafting writing - Touching the Void [Paper 2 Writing]:** • reading and analysing a range of non-fiction texts; • evaluating impact of a dual narrative; • seeking inspiration for personal non-fiction writing with varying audiences and purposes; (Crafting writing, technical accuracy) **Assessment:** Portfolio of varied non-fiction texts	**Exploration texts: History of Literature** • Identifying a timeline of texts; • exploring some key texts from different periods; • consideringcontextual awareness and influence on texts. (Comprehension, context, inference, evaluation) **Assessment:** [Exam] non fiction writing

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