

ROYSIA MIDDLE SCHOOL Y8 English Curricular Map Overview 2014-15 Draft  
23/09/2014 13:48

Y8	AUT1	AUT2	SPR1	SPR2	SMR1	SMR2
	PROSE	PROSE / SHORT STORIES	DRAMA	DRAMA (Modern)	LANG EXAM SKILLS / NON-FICTION TEXTS	PRE 1914 NOVEL
READING	<p>Focus Modern Contemporary: Hunger Games Accelerated Reader Alphas &amp; As The Hunger Games' is written in the first-person, present tense. How does this affect the story? What are the benefits and disadvantages of this? <b>Are reality television shows appropriate? S &amp; L task</b> Bs <b>Are reality television shows appropriate? S &amp; L task</b> ASSESSMENT All AFs Literature essay / P.E.E. REVIEW TIME</p>	<p>Focus Gothic Tales – build up of tension.. Alphas &amp; As 'The Red Room' by HG Wells 'The Tell Tale Heart' by Edgar Allan Poe Bs As Alphas/ A's ASSESSMENT All AFs Comparative P.E.E. REVIEW TIME</p>	<p>Focus Shakespeare play Macbeth and Hamlet Accelerated Reader Alphas &amp; As Whole story plus key scenes Bs Prediction &amp; summarising of story - plus intro to S's language ASSESSMENT All AFs P.E.E. on selected scenes Bs: study on character/s REVIEW TIME</p>	<p>Focus Under Milkwood extracts. Accelerated Reader Alphas &amp; As Writing a play for voices: Description of Llaregyb; Mr &amp; Mrs Owen: Polly Garter Bs Storyboard / Writing a play for voices Descrip. Llaregyb; Mr &amp; Mrs Pugh ASSESSMENT All AFs Re-creating a play for voices REVIEW TIME</p>	<p>Focus Travel writing / journalism – Bill Bryson?? Accelerated Reader Comparing 2 articles Alphas &amp; As Range of travel writing texts Bs 2 short travel texts Comparing 2 texts  ASSESSMENT All AFs End of year exam REVIEW TIME</p>	<p><b>Focus:</b> Introduction to Dickens' world. Accelerated Reader Alphas &amp; As 2 extracts from Great E or Oliver Twist. Exploration of D's descriptions. Bs 1 short extract from Great E or Oliver Twist. Storyboard of D's descriptions. ASSESSMENT All AFs REVIEW TIME</p>
WRITING (linked to reading focus)	<p><b>Focus</b> (linked to Reading Focus) Alphas &amp; As &amp; Bs: Description of Capitol / newspaper article / Diary Entry / character analysis essay  ASSESSMENT All AFs REVIEW TIME</p>	<p><b>Focus</b> (linked to Reading Focus) How writers build tension.... Alphas &amp; As Writing your own Gothic Short Story Bs Writing your own Gothic short story ASSESSMENT All AFs  REVIEW TIME</p>	<p><b>Focus</b> (linked to Reading Focus) A character's reflections Alphas &amp; As Character's monologue Bs Predicting &amp; summarising how a character would behave  ASSESSMENT All AFs Writing from a character's perspective on the events in the play. REVIEW TIME</p>	<p>Focus Re-creating a short play in the style of Under Milkwood. Alphas &amp; As Write and perform a short play  Bs Write and perform a short dialogue.  ASSESSMENT All AFs REVIEW TIME</p>	<p><b>Focus</b> (linked to Reading Focus) Writing to inform / describe  Alphas &amp; As Writing to inform / describe Bs Writing to inform / describe  ASSESSMENT All AFs End of Year exam REVIEW TIME</p>	<p><b>Focus</b> Project on Dickens' life, his inspirations and passions. Alphas &amp; As Brochure / presentation for French students learning about Dickens Bs Presentation on Dickens life and one of his novels.  ASSESSMENT All AFs Presentation and brochure. REVIEW TIME</p>

SPAG	Alphas/As: Figurative language. Blank verse?	Alphas/As: Compound and complex sentences. S for possession.	Alphas/As: Developing the use of a sophisticated vocabulary.	Alphas/As: Revision past tenses – simple past, present perfect & past continuous.	Alphas/As: Discursive markers, modal verbs (should, would, might, may, could etc.)	Alphas/As: Review of figurative language; intro to verbal irony (?)
	Bs: Similes	Bs: Use of commas and semi-colons to create a range of sentence structures. S for possession.	Bs: Effective description. Spelling of complex words.	Bs: Revision of present tense vs simple past tense. Irregular verbs.	Bs: Conjugation of irregular verbs cont.	Bs: Review of homophones. Review similes; consolidate metaphors
	Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.	Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.	Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.	Sequencing ideas – paragraphs Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.	Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.	Spelling Bees for all groups: Use both Y5/6 lists & KS3 lists.

CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature.  
 SPAG: The new NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs.  
 N.B. ACCELERATED READER will be an integral part of the Y8 English curriculum.

### **SPELLING, PUNCTUATION & GRAMMAR Y7 & 8**

#### Spellings Y3 & 4

accident(ally)  
 circle actual(ly)  
 complete  
 address  
 consider  
 answer  
 continue  
 appear  
 decide  
 arrive  
 describe  
 believe  
 different  
 bicycle  
 difficult  
 breath  
 disappear  
 breathe  
 early  
 build  
 earth  
 busy/business  
 eight/eighth  
 calendar  
 enough  
 caught  
 exercise  
 centre

experience  
 century  
 experiment  
 certain extreme  
 famous  
 island  
 favourite  
 knowledge  
 February  
 learn  
 forward(s)  
 length  
 fruit  
 library  
 grammar  
 material  
 group  
 medicine  
 guard  
 mention  
 guide  
 minute  
 heard  
 natural  
 heart  
 naughty  
 height

notice  
 history  
 occasion(ally)  
 imagine  
 often  
 increase  
 opposite  
 important  
 ordinary  
 interest  
 particular  
 peculiar  
 perhaps  
 popular  
 position  
 possess(ion)  
 possible  
 potatoes  
 pressure  
 probably  
 promise  
 purpose  
 quarter  
 question  
 recent  
 regular  
 reign  
 remember

ROYSIA MIDDLE SCHOOL Y8 English Curricular Map Overview 2014-15 Draft

23/09/2014 13:48

sentence  
separate  
special  
straight  
strange

strength  
suppose  
surprise  
therefore  
though/although

thought  
through  
various  
weight  
woman/women

Spellings Y5 & 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience\*  
conscious\*  
controversy  
convenience  
correspond  
criticise (critic + ise)

curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip (-ped, - ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate(ly)  
individual

interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant

restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

ROYSIA MIDDLE SCHOOL– Y8 ENGLISH CURRICULAR MAP – YEARLY OVERVIEW 2014-15 Draft

**Grammar & punctuation**

Word	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes –er, – est in adjectives and –ly to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix</p> <p>tense (past, present) apostrophe, comma</p>
<p>Formation of nouns using a range of prefixes, such as super–, anti–, auto–</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>

Word	Sentence	Text	Punctuation	Terminology
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p> <p>(e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials (e.g. <b>As soon as he could</b>, Tom jumped off the train)</p>	<p>determiner pronoun, possessive pronoun, adverbial</p>
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

ROYSIA MIDDLE SCHOOL– Y8 ENGLISH CURRICULAR MAP – YEARLY OVERVIEW 2014-15 Draft

Word	Sentence	Text	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>