

OCL English Curriculum: Long Term Plan

Year 8

Core narrative of the year: Questioning the foundations of English – starting to unpick the rules, stories and patterns that have been forged over time.

Core concepts: In this unit, pupils will, through the study of rich and illuminating texts, consider: How does it feel to have rules and expectations imposed? What rules and expectations are imposed? How might people react to these rules and expectations?

Principles of Progression:

- **Curricular Narrative** - the texts in Year 8 build in complexity over time, beginning with the more simple story of questioning the rules of a family in Romeo and Juliet to questioning the Industrial Revolution and the Age of Reason in Romantic Poetry.
- **Comprehension to critical thinking** – in Year 8, pupils begin to look at symbolism, its effects and its creation. They see symbols in Romeo and Juliet with the “sun”, the “dove” and the “crow” and move towards Coleridge’s extended symbol of the Albatross. They articulate the effects of these symbols and start to use them in their own writing.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 8 gives them the ability to see in texts complex notions of fate and free will, the sublime and the industrial versus the natural world.
- **Written fluency** - grammar instruction is focussed on improving both pupils’ written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex analytical structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 8, students start to build their ability to use participial phrases and discuss symbolism.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 8, students are given the opportunity to talk for a range of purposes and for a range of audiences. They will write and perform monologues, poetry and draft letters to imaginary recipients across space and time.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing monologues, poetry, a sarcastic voice and letters. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 8, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel to Verona, to Industrial London and across the world on the Ancient Mariner’s voyage. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 8	Autumn	Spring	Summer
Core Narrative: Questioning the foundations of English – starting to unpick the rules, stories and patterns that have been forged over time			
Title	What happens if we break the rules?	What happens if we tell a different story?	What happens if we don't follow the expected pattern?
Text/s studied	<ul style="list-style-type: none"> Shakespeare's <i>Romeo and Juliet</i> 	<ul style="list-style-type: none"> Blake's <i>Songs of Innocence and Experience</i> Coleridge's <i>Rime of the Ancient Mariner</i> 	<ul style="list-style-type: none"> <i>Sunlight on a Broken Column</i>, Attia Hosain [subject to copyright + publication logistics]
Writing Curriculum covered	<i>Interleaving of Year 7 Writing Curriculum</i> Beginning language analysis: <i>More specifically,... / In particular...</i> Symbolism: <i>Represents / symbolises / stands for / ...and, by proxy...</i>	<i>Interleaving of Year 7 Writing Curriculum and Year 8 Autumn Term</i> Refining language analysis: <i>Participles (past and present) and participle phrases – building from participles to participle phrases in both creative writing and analysis.</i> Refining language analysis: <i>It is almost as if... / It is as though...</i> Modality: <i>Verbs: could / may / might</i> <i>Adverbs: perhaps / maybe / arguably / clearly / undeniably</i>	<i>Interleaving of Year 7 Writing Curriculum and Year 8 Autumn and Spring Term</i> Grammar review: <i>Fronted and embedded subordinate clauses</i> <i>Noun appositives</i> Text as a construct: <i>Writer aims to promote / criticise / support / undermine / threaten / reveal</i> Combining and deploying language analysis phraseology
Literary devices	Symbolism	Symbolism	<i>Interleaving of Year 7 and 8 literary devices</i>
Core Versatile Vocabulary Pairs	<ol style="list-style-type: none"> Fate / free will Turmoil / tranquillity Reverence / scorn Excess / moderation Objectify / value 	<ol style="list-style-type: none"> Subvert / conform Transcend / capitulate Awe / contempt Industrial / natural Sublime / banal 	<ol style="list-style-type: none"> Conform / rebel Progress / stagnate Autonomy / subjugation Liberal / conservative Transient / permanent
Creative / non-fiction writing formats covered	Sarcastic critique Monologue	Poetry writing Letter writing	<i>Interleaving of Year 8 writing forms</i>
Assessment foci	Reading application of content and grammar Writing: Write a monologue	Reading application of content and grammar Writing: Write a letter	OCL English Year 8 final assessment