

## Broadening Horizons

As part of expanding students' knowledge on key topics, English teachers will set project-based Broadening Horizons homework tasks.

A variety of tasks are set which include, but aren't limited to, research tasks, creative writing, competitions and making things.

This term, Y8 will be researching ideas around the activist Martin Luther King Jr. and creating a non-fiction text on what they have learned.

## Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons, such as lawyers, journalists, advertisers, climate campaigners and how different jobs use different styles of language.

English Careers lessons are in September. Each element of the careers lesson links to an aspect of the English Way and represents the importance of students becoming subject specialists in order to take their place in the wider world.

Our Y8 students considered the importance of drafting and redrafting, and have considered their role of editors and communications experts, redrafting a job advert for a 'happiness manager' after exploring the redraft of a Tesco advert to contain inclusion, diversity and the requirements of the hiring manager.

## Immerse Yourself

BBC Bitesize Animal Farm by George Orwell



BBC Bitesize Understanding Poetry



BBC Bitesize Spelling, Punctuation and Grammar



BBC Bitesize Approaching Non-Fiction Texts



BBC Bitesize Approaching Fiction Texts



## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.


### SUBJECT LEVEL REWARDS


**Reward scheme:** Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

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### KS3 Bitesize Romeo & Juliet

Access lots of content and resources on William Shakespeare's 'Romeo and Juliet'. Explore the on stage adaptations and themes of the text via the QR code below.



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YEAR 8 Curriculum Newsletter

SOME ANIMALS ARE MORE  
EQUAL THAN OTHERS.



William Shakespeare



# Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs.

At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.



## Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# Year 8 Curriculum

Throughout the English curriculum, we use three key drivers to support our students through the learning of our texts. These encourage students to see the wider links across literature and are important concepts in understanding the main ideas of our texts. These key drivers are: identity, relationships and power.

## Identity

Y8 students begin the year by using the ideas they have learned in 'Noughts and Crosses' to write from different narrative perspectives. Students are taught narrative writing skills as they build towards their own first-person narratives.

## Power

Y8 students study the novella 'Animal Farm' and consider the misuse of power and political systems. Students are taught the concept of a tyrannical

leader and about the purpose of an allegory. Students will consider the writer's purpose and explain the ideas of the writer. Students will also build on the transactional persuasive writing skills from Y7 to create speeches about important topics in modern society.

## Relationships

Y8 students finish the year by reading the play 'Romeo and Juliet' and consider the construct of a Shakespearean play and the genre of tragedy. Students explore the relationship between the titular characters alongside historical context. Alongside the play, students will read poetry about relationships and use these to compare to the play. Having studied poetic conventions, students will also write their own poetry on the topic of relationships.

# Assessment Points

In Year 8, students are assessed each half term in class against the English can-do statements for reading and writing skills. Reading skills include: inference, using evidence, explaining the impact of methods, explaining the impact of character and comparing two texts. Writing skills include: writing for purpose and audience, using creative language and methods, organisation of writing and technical accuracy. This then generates a grade which is either working towards entry level, entry level, working towards expected, expected, working towards greater depth and greater depth.

# The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

## THE ENGLISH WAY



We are imaginative and ambitious writers

We communicate our ideas & listen to the ideas of others

We can scan text to quickly gain an overview

We plan, proofread and edit our writing carefully

We strive to be an expert in characters and themes

We express our ideas in a thoughtful and respectful way

We express our ideas in a thoughtful and respectful way

We read for pleasure & explore new texts

We adapt our writing style to meet the purpose

We explore texts carefully & search for meanings and ideas

We consider the techniques writers have used & the effect they have on the reader

We use sophisticated vocabulary in our writing



SUBJECT WAYS