

	National Curriculum Subject Content	Unit 1 SPOKEN LANGUAGE STUDY	Unit 2 ARCTIC EXPLORERS	Unit 3 ROMEO & JULIET	Unit 4 INTRODUCTION TO MEDIA	Unit 5 YEAR 8 NOVEL	Unit 6 CREATIVE WRITING:FANTASY MINI UNIT	Unit 7 SLAM POETRY	HOME LEARNING BOOKLET
Develop an appreciation and love of reading and read increasingly challenging material independently	Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:								
	English literature, both pre-1914 and contemporary, including prose, poetry and drama	✓		✓		✓			
	Shakespeare (two plays)			✓					
	Seminal world literature	✓					✓		
	Choosing and reading books independently for challenge, interest and enjoyment								✓
	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons						✓		✓
Understanding increasingly challenging texts	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	✓	✓	✓	✓	✓	✓		
	Making inferences and referring to evidence in the text	✓			✓	✓	✓	✓	
	Knowing the purpose, audience for and the context of the writing and drawing on this knowledge to support comprehension	✓	✓			✓		✓	
	Checking their understanding to make sure that what they have read makes sense			✓	✓				
Read critically	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning	✓	✓	✓		✓	✓		
	Recognizing a range of poetic conventions and understanding how these have been used		✓				✓		
	Studying setting, plot and characterization, and the effects of these			✓		✓	✓		
	Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play			✓					

Grammar and Vocabulary	Drawing on new vocabulary and grammatical constructions from their reading and listening, using these consciously in their writing and speech to achieve particular effects	✓	✓	✓	✓	✓	✓	✓
	Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	✓	✓	✓	✓	✓	✓	✓
	Using Standard English confidently in their own writing and speech	✓	✓	✓	✓	✓	✓	✓
	Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	✓	✓	✓	✓	✓	✓	✓
Spoken Language	Using Standard English confidently in a range of formal and informal contexts, including classroom discussion	✓	✓	✓	✓	✓	✓	✓
	Giving short speeches and presentations, expressing their own ideas and keeping to the point	✓	✓	✓	✓	✓	✓	✓
	Participating in formal debates and structured discussions, summarising discussions, summarising and/or building on what has been said	✓	✓	✓	✓	✓	✓	✓
	Improving, rehearsing and performing playscripts and poetry in order to generate language and discuss language use and meaning, using role and intonation, tone, volume, mood, silence, stillness and action to add impact.	✓	✓	✓	✓	✓	✓	✓

