

Felpham Community College – Key Stage 3 S of W

Subject: English	Year: 8	Leader: Denise Chick
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Autumn Term 1	Sample Activities	Homework
<p>Heroes & Villains</p> <p>Key text: 'Stone Cold' by Robert Swindells.</p> <p>Read non-fiction on the theme of homelessness</p>	<p>Analysis of the different front covers available for the book (or a range of similar books). Comment on vocabulary, layout and images and their effects; how is it trying to appeal to its target audience? Use a range of terminology; explore issues and themes from the book and how these impact real life. Write a letter to a newspaper or compose an article on Stonepillow.</p>	<p>Compare the outcome you have predicted with the end of the novel as it stands – explore why the writer may have made the choices they have.</p> <p>Personal reading for 30 minutes – write 50 words summing up the section that you read – do not re-tell. OR draw a scene summarising events in the book/section. Include title, author, page / chapter numbers. Comment on your response to the book so far.</p>
		<p>Assessment Plans</p> <p>Opinion writing on a given statement.</p>
<p>Literacy - Focusing on the need to control punctuation to aid the reader / intended audience</p>		

Autumn Term 2	Sample Activities	Homework
<p>Topic:</p> <p>Heroes & Villains</p> <p>Students study a range of modern and pre-1914 fiction and non-fiction texts exploring contemporary and historical 'heroes' and 'villains' – real and imagined.</p>	<p>Read a description of a Victorian 'villain' and identify techniques the writer use to build this portrayal. Explore historical figures. Listen to and identify features of speeches used by 'heroes' to convey their points.</p>	<p>Research Malala.</p> <p>Describe a time you were faced with adversity and how you overcame it.</p>
		<p>Assessment Plans</p> <p>Close reading – analyse the language used by the writer from an extract provided by the teacher.</p>
<p>Literacy - Explore a wide range of connectives used in fiction, including time adverbials.</p>		

Spring Term 1	Sample Activities	Homework
<p>Topic:</p> <p>Language & its uses – Shakespeare's 'Much Ado About Nothing'.</p> <p>Students study the play as an introduction to Shakespeare's language and Tudor historical context.</p>	<p>Explore either Sonnet 130 or Sonnet 138. Link with 'apostrophes' for contractions and omission – both for literacy and Shakespeare's sonnet form. Students plan Messina gossip column. Include Don Pedro's plan, Hero and Claudia preparing for the wedding, Benedick's love for Beatrice and Don John's plan. Analysis of language used in dialogue between Beatrice and Benedick.</p>	<p>Research customs for Tudor courtship.</p> <p>Use planning to write a soliloquy. Produce a character factfile for Benedick and Beatrice. Categories should include friends, attitude to each other, view of marriage, past history.</p>
		<p>Assessment Plans</p> <p>Close reading – analysis of a scene between Beatrice and Benedick.</p>
<p>Literacy - Focus on fluency of reading aloud and creating tonal variety.</p>		

Spring Term 2	Sample Activities	Homework
<p>Topic: Language & its uses</p> <p>Explore how persuasive features are used by speakers as tools of power.</p>	<p>Study a speech e.g. Martin Luther King's 'I Have A Dream' in whole class group – students to identify how it works. Annotate and make notes. Watch speech after analysing and add prosodic/paralinguistic notes in a different colour.</p>	<p>Create a mind map to present ideas which are important to young people today. Research a topic that is important to you as a student.</p>
		<p>Assessment Plans Speech writing – write a persuasive speech.</p>
<p>Literacy - Accurate use of a range of persuasive features.</p>		

Summer Term 1	Sample Activities	Homework
<p>Topic: Place, Real & Imagined</p> <p>Students read a range of non-fiction texts on the theme of identify and our place in society. Students read and debate contemporary issues such as gender and identity and how these are used in society.</p>	<p>Explore features of fairy tales; explore how influential Disney is in creating and maintaining stereotypes; read and annotate formal letters. Read and analyse non-fiction articles.</p>	<p>Rewrite a traditional fairy tale to subvert its conventions and stereotypes. Students research ideas for their own speech. Learn key features of persuasive/argumentative writing to use in an assessment.</p>
		<p>Assessment Plans: Close reading – analyse the way a writer uses language to convey an argument.</p>
<p>Literacy – focusing on the ways in which formal and informal language can be used and extending more complex, formal vocabulary.</p>		

Summer Term 2	Sample Activities	Homework
<p>Topic: Place, Real & Imagined</p> <p>Explore setting in a novel. Preparation of end of year exam.</p> <p>Texts available: Ruby in the Smoke; Holes, Goodnight Mr Tom.</p>	<p>Analyse openings to novel with the establishment of setting. Descriptive writing.</p>	<p>Extending vocabulary synonym homework.</p>
		<p>Assessment Plans End of year exam: Creative writing - write a description or a story using a picture as a stimulus</p>

Extension

1. Create a documentary to highlight the plight of homelessness.
2. Experiment with the more complex forms, such as the sonnet or the villanelle and write your own examples of these poems. Create more complex structures including cyclical or flashback in prose writing.
3. Collaborate with some other students in the class to produce an original piece of drama that you then present either to your English or Drama class.
4. Record your speech.
5. Produce a TV advert for your product that you can upload to YouTube or onto the school intranet, and include an evaluation of how well you worked as a group.
6. Create your own on line blog (which could be real or fictional) to reflect place either real or imagined..