

National curriculum or specification coverage

Unit 1 – Understanding Prose Unit

Focus on exposition, context, setting, characterisation, genre, themes, atmosphere, mood and tone, and structure.

Reading/Writing strategies: character study, setting study, use of inference, vocab, writing in role, review writing, Eduqas linked analysis questions

S+L: Mindmap – exploration of themes – ranking exercise – class discussion

Grammar: punctuating dialogue, verb/word choices through quote explosions, recap of word classes ahead of setting/character analysis, vocabulary at every opportunity, sentence types – simple, compound, sentence fragments, tone vocabulary, interesting use of paragraphing

Unit 2 - Shakespeare and Tragedy

Coverage of NC required Shakespeare study and genre of tragedy and embedding understanding of dramatic methods/context.

Reading/Writing strategies: character analysis, guide writing, exploration of language choices, persuasive writing, quote explosions

Grammar: word classes, language analysis, inference, persuasive techniques, semantic fields, imagery, metaphor, verb choices

Unit 3 – The Gothic and the Supernatural

Genre Creative writing

Reading/Writing strategies: proof reading, drafting and rewriting,

Grammar: punctuating dialogue, verb/word choices through quote explosions, recap of word classes ahead of setting/character analysis, vocabulary at every opportunity, sentence types – simple, compound, sentence fragments, tone vocabulary, interesting use of paragraphing

Unit 4 – The Poetry of War

Grounding in War poetry and writing about poetry

Reading/Writing strategies: creative/letter/speech/analysis/ descriptive writing

Grammar: language coverage, proof reading, drafting and rewriting

Unit 5 – Spy and Crime Fiction

Genre creative writing

Reading/Writing strategies: proof reading, drafting and rewriting, creative writing

Grammar: punctuating dialogue, verb/word choices through quote explosions, recap of word classes ahead of setting/character analysis, vocabulary at every opportunity, sentence types – simple, compound, sentence fragments, tone vocabulary, interesting use of paragraphing, focus on verbs

Unit 6 - Spoken Language

Spoken language and oracy

Reading/Writing strategies: debate/discussion/group discussion/ presentations

Year 8 Long Term Scheme of Learning 2026-2027

Subject: English

Grammar: persuasive language, formal and informal language, accent dialogue, idiolect, sociolect

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		Unit 1 – Understanding Prose Unit (in conjunction with Class Reader) Class Reader 1 (Chosen by class teacher)	CORE WRITING TASK – Write your own short story in the same genre or using the same setting of the text you are studying CORE READING TASK – How does the writer present the character of ____?
07/09/26		CORE TASK - Character study – How does the writer present/create the character of ____?	
14/09/26		FORMATIVE TASK - Setting study – close textual analysis/language analysis	
21/09/26		FORMATIVE TASK - Writing in role linked to text	
28/09/26		FORMATIVE TASK - Speaking and Listening + Mindmap – exploration of themes – ranking exercise	
05/10/26		FORMATIVE TASK - Writing practice – Write a review of your text	
12/10/26		CORE TASK – Write your own narrative using the same genre or the same setting as the text you are studying	
19/10/26		FORMATIVE TASK – Write a review of the Shakespeare performance in school	
26/10/26		HALF TERM	
02/11/26		Unit 2 - Shakespeare and Tragedy Class Reader 2 - Shakespeare 'Romeo and Juliet' BQ1 - What is Tragedy? What is Shakespearean Tragedy? CORE WRITING TASK – Make an engaging and interesting information guide to explain what Tragedy is.	CORE WRITING TASK – Make an engaging and interesting information guide to explain what Tragedy is. CORE READING TASK - How does Shakespeare use language to reveal the love between Romeo and Juliet?
09/11/26		BQ2 – How does Shakespeare introduce the themes of violence and conflict? FORMATIVE TASK – What are the Prince's thoughts and feelings in his speech?	
16/11/26		BQ3 – What is a tragic hero and how does Shakespeare introduce the tragic hero in this play? FORMATIVE TASK – What are our first impressions of the character of Romeo?	
23/11/26		BQ4 – How does Shakespeare establish the central theme of love? FORMATIVE TASK – Write a letter in role as either Romeo or Juliet.	
30/11/26		BQ5 – Can I explore key scenes of Act 3 Scene 1 and Act 3 Scene 5? FORMATIVE TASK – Choose one of these key scenes and argue its importance to the play.	
07/12/26		BQ6 – How does Shakespeare present the downfall of the tragic hero and provide catharsis at the end of the tragedy? CORE READING TASK – How does Shakespeare use language to reveal the love between Romeo and Juliet?	
14/12/26		DIRT AND FEEDBACK	
21/12/26		CHRISTMAS HOLIDAY	
28/12/26			

Year 8 Long Term Scheme of Learning 2026-2027

Subject: English

04/01/27		Assessment Prep week Unit 3 – The Gothic and the Supernatural BQ1 – What are the key conventions of the Gothic Genre? FORMATIVE TASK- Make a leaflet for future Year 8 Students explaining the Gothic Genre	WRITING ASSESSMENT – Non-fiction Review READING ASSESSMENT – Fiction
11/01/27	Y8	Assessment Prep week WRITING ASSESSMENT – Non-fiction Review	
18/01/27	Y8	READING ASSESSMENT – Fiction BQ2 – What characters are key to Gothic texts FORMATIVE TASK – What impressions do we get of the character of Dracula from this extract?	
25/01/27		BQ3 – What role do location and setting play in the Gothic genre? FORMATIVE TASK – Miss Havisham’s Wedding Table description	
01/02/27		BQ4 – What role do mood, atmosphere and pace play in the Gothic Genre? FORMATIVE TASK – How does Purcell build mood and atmosphere in this extract?	
08/02/27		BQ5 – Can I write my own Gothic narrative? FORMATIVE TASK – Write the opening section of your gothic narrative. THIS COULD BE USED FOR FEEDBACK AND DIRT TASK FROM ASSESSMENT	
15/02/27	HALF TERM		
22/02/27		Unit 4 – Conflict Poetry BQ1 – Why might poets write about war? FORMATIVE TASK – What impressions do we get from Bayonet Charge about why the poet is writing about war?	CORE WRITING TASK – Battlefield Creative Writing
01/03/27		BQ2 – How does war poetry capture human suffering? FORMATIVE TASK S + L – “This house believes there is no justification for war”. Class debate	CORE READING TASK – Extended analysis – What impressions do you get of the horrors of war in one of the poems you have studied so far?
08/03/27		BQ3 – Is patriotism at the heart of war poetry? CORE WRITING TASK – Battlefield Creative Writing	
15/03/27		BQ4 – How do poets use language to portray the horrors of war? CORE READING TASK – Extended analysis – What impressions do you get of the horrors of war in one of the poems you have studied so far?	
22/03/27		BQ5 – How might poetry form a sense of resistance? FORMATIVE TASK – Write a persuasive letter to the PM calling for an end to war.	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		Unit 5 – Spy and Crime Fiction BQ1 – What is Spy Fiction? FORMATIVE TASK - Write your own first piece of spy fiction	CORE TASK – How does Galbraith create an atmosphere of crime in the opening to Cuckoo’s Calling?
19/04/27		BQ2 – How are spy stories structured? FORMATIVE TASK – What do you notice about verb choices and the effect they have on the reader?	

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Subject: English

26/04/27		BQ3 – How can language techniques be used to describe a spy? FORMATIVE TASK – Write a short paragraph which describes your own villain using what you’ve learned	CORE READING TASK – Write a short description of a typical crime setting
03/05/27		BQ4 – What is Detective/Crime Fiction? What are the key themes of crime? CORE WRITING TASK – How does Galbraith create an atmosphere of crime in the opening to Cuckoo’s Calling?	
10/05/27		BQ5 – What is a typical crime setting and can I plan my own story? CORE READING TASK – Write a short description of a typical crime setting	
17/05/27		BQ6 – Can I write my own piece of Crime Fiction? FORMATIVE TASK – Write your own piece of crime fiction?	
24/05/27		Assessment Prep week	
31/05/27	HALF TERM		
07/06/27	Y8	<u>Unit 6 - Spoken Language</u> BQ1 – What is Spoken Language? FORMATIVE TASK – S+L – Room 101 soapbox exercise + speaking and listening performance	WRITING ASSESSMENT – Narrative READING ASSESSMENT – Non-Fiction
14/06/27	Y8	BQ2 – How do you use language in your everyday life? FORMATIVE TASK – Miller and Armstrong discussion	
21/06/27		BQ3 - Can I work in a group to discuss ideas and opinions? FORMATIVE TASK – Group discussion task – Ideal travel destination	
28/06/27		BQ4 – How does spoken language contribute to language change over time? FORMATIVE TASK – Write a short informative talk on how spoken language changes language over time.	
05/07/27		Assessment Feedback week	
12/07/27		Last week of school	