Year Group/Phase- Year 8					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent**	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Stories from a significant author (Lord of the Flies)	To understand how the author uses words to paint a picture and develop characters. To begin to create stories using a simple narrative structure and techniques.	***Oliver Twist* -** Charles Dickens ***Lord of the Flies*** William Golding ***Tom's Midnight Garden* -**Philippa Pearce ***Skellig* -** David Almond ***Goodnight, Mister Tom* -** Michelle Magorian ***The Diary of Anne Frank* -** Anne Frank ***Little People, Big Dreams: Florence Nightingale* -** Maria Isabel Sánchez Vegara	S7. To understand that writing has meaning and purpose. S8. To read, listen to, and understand information in the world and act on the information it provides. S9. To recognise a variety of text types and begin to create these with increasing degrees of independence. To read for pleasure as well as to obtain information. S10. To use language in either spoken or written forms to connect ideas, explain what's happening and anticipate what might happen next. To use language to give shape to thought.	S7. Independently, attempts to use structured planning tools (story snake, story mountain or story map). S7. With support, use of some punctuation conventions, (finger spaces, full stops, capital letters) in own writing. S8. Participates in storytelling, retelling and story mapping using beginning, middle and end structure.
2	Mystery stories	To understand the key features of a mystery story – description, suspense, prediction and foreshadowing. To infer meaning from a text. To understand the difference between implicit and explicit information. To begin to plan a narrative and predict what might happen next. To begin to use appropriate adjectives and adverbs in writing.			S7. In shared writing, contributes to the 5 parts of a story: • Opening: Once upon a time… • Build-up: One day… • Problem / Dilemma: Suddenly… / Unfortunately,… • Resolution: Fortunately,… • Ending: Finally,… S8. Listens to stories and anticipates key events.
3	Fantasy Stories	To begin to understand and			S8. With support, attempts similes and descriptive vocabulary.

		use a wider range of descriptive techniques and writers' craft (e.g. simile, metaphor, personification,). To begin to use a wider range of sentence lengths and structures in writing.			S8. Independently use of some punctuation conventions, (finger spaces, full stops, capital letters) in own writing. S9. With support uses a variety of planning tools that are appropriate to the task. Eg: story snake, story map, story mountain, boxing-up. S9. Plans opening using character(s), setting, time of day, and weather.
4	Formal Explanation writing – letters and emails	To understand the features of a formal letter / email. To begin to use the correct structure and layout of a formal letter / email. To begin to write in 1st person, past tense, formal tone. To begin to use appropriate punctuation, e.g. commas and capitalisation for proper nouns.			S7. Uses basic grammar (e.g., regular plurals, simple tenses) sometimes accurately. S8. Chooses an appropriate layout depending on purpose. S9. Begins to recognise and use inconsistently, an exclamation mark.
5	Diaries	To understand the language, structure and layout features of a diary account. To begin to construct a diary account using an informal tone, 1st person, time connectives,			S7. Listens and responds to questions from adults and peers about events, experiences, and stories. S7. Writes simple compound and extended sentences. S8. Uses language to express thoughts, feelings, preferences, and to join in conversations.

		past tense, opinions and reflections. To begin to write in simple paragraphs.			
6	Biographies and autobiographies.	To understand the key features of a biography and autobiography. To begin to construct a biography / autobiography using chronological order, subheadings, introduction, main sections and conclusion. To write in 1st / 3rd person and use past tense.			S7. Listens and responds to questions from adults and peers about events, experiences, and stories. S7. Writes simple compound and extended sentences. S8. Uses language to express thoughts, feelings, preferences, and to join in conversations. S9. Begins to use conjunctions to suggest cause, such as because to link ideas, eg I can do it because I'm clever.

SPAG:

- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

See SOW for Year 8