Year 8 (2019+)	Learning Cycle 1.		Learning Cycle 2		Learning Cycle 3		Learning Cycle 4	
	The Gothic/Horror 'The Horror Unit' Extracts: Frankenstein, Dracula, Woman in Black (novel vs play) analysed for features and used in own writing		**Prose study** 'Rebellion/Rebels/Outsiders' Hunger Games, Knife of Never Letting Go, Witch Child,		**Non-Fiction (Transactional)** 'Viewpoints and Perspectives' Functional transactional writing: maintaining a viewpoint; writing from a perspective: Ghandi, the Queen, Vera Britain etc		**Drama** 'Much Ado About Nothing' Drama performance/movie and extracts from play	
Assessment	*Description of a haunted place*	*Creating own Horror scene (writing script and producing it in class)*	*Analytical Paragraph*	*Comparison across two texts (teacher choice) – not focusing on language analysis*	*Written letter (in character)*	*Oral presentation on a fictional topic (written and presented)*	*Analytical Paragraph on character – one scene*	*Drama Recreative Piece (paired/group assessment)*
Concepts	Narrative voice Characterisation Tension/suspense 'the other' Transformation Supernatural Psychological	Symbolism Atmosphere Pathetic Fallacy Gore Semantic fields Symbolism	'the other' Rebellion Social protest Prejudice Shaming Connotation		Viewpoint Perspective Bias Tone Fact & opinion PAF/GAP Formal/informal		Patriarchy Relationships Courting Comedy/puns/farce Audience Theme	Foils/the Fool
Context	Gothic tradition The Romantics Ballads Oral Tradition Societal changes Revolution Science Fiction		Witchcraft & trial Fear and stigma Paganism The Scarlet Letter Rituals Spells	Religious persecution	Evolution of formality Royalty Ghandi WW1 Non-violent protest		Stock characters Courtship Rights of females Patriarchal society Elizabethan society Modern adaptations	Theatre Morality/message
Genre	Twisted Tales Gothic Good vs Evil Morality tale	Drama conventions and scripts	Historical fiction Realism: prologue Fantasy Teen fiction		Letters Newspaper article Leaflets Adverts Accounts Blogs	Presentation Logos, pathos, ethos	Drama + staging Speech Fourth wall Soliloquy/aside Stichomythia	
Technical Skill	Structuring for impact Constructing sentences Sentence variety	Using symbolism Writing scripts Writing stage directions	Skim & scan Comprehension Inference Extrapolation SQUIZE paras Zooming in/out	Writer's intentions Comparing attitudes Comparative dev.	Sustain viewpoint Argument/thesis Extended metaphor Emotive language Arg. Devices	Pas/det voice Presenting skills Prosodic features Sequencing arg. Topic sentences Supporting detail	Extending interpretations Zooming in Effect on audience	Style-shifting Connotation Puns/word play Iambic pentameter
Grammar					Paragraphing Discourse markers Syntax – headings Connectives Inc. pronouns	Modal verbs	Pronouns: thy/thine	

EEP	Writing Project: Myths & Fables: moral messages, structure, story types, allegory etc		Spoken Language Study: Apprentice; Russell Brand; Nigella vs Jamie Oliver,				
Concepts	Narrator Chorus Myth Fable Allegory Anthropomorphism	Hero/villain Symbolism Creation Catharsis Bibliogenesis	Spoken vs written Voice Tone Formality Audience Register	Purpose Accent Dialect Sociolect Grice's Maxims Gender	Power Authority Group vs individual identity Roles Paralinguistics	Idiolect Prosodic features Pauses Humour Puns
Context	Oral tradition Moral message Norse myths/gods South Asian traditions	Reynard the Fox	TV audiences Situational context Attitudes to dialect Attitudes to accent	On/off camera		
Genre	Fairy Tales Morality Tale Oral History Fantasy	Twisted Tales Tragedy Aristotelian tragedy	Political Cookery Reality TV Competitive Comedy			
Technical Skill	5 part structure Storyboarding Narrative arcs		Analysing using 3x frameworks: verbal, non-v, language choices Understanding transcripts	Writing transcripts Applying terminology		
Grammar	Advisory tone vs myth					