Fairfield High School for Girls

English – Year 8

Long-Term Plan 2025-2026

Calendar	Topic	Assessment	Sequencing and Coherence *concepts - themes - skills*	Literacy *reading - vocabulary - oracy - writing*
Autumn Term – HT1	Dracula Pupils read the adapted play version of Dracula. Pupils focus on the development and transformation of Lucy's character throughout the play.	How does the writer, David Calcutt, present the character of Lucy Westenra in the play 'Dracula'? Essay style response Gothic Descriptive Writing	Disciplinary Knowledge: • When reading/studying a play, stage directions can give useful information about characters/setting/stagecraft. • Characters are not real people. They are constructed by the writer. • Essays are composed of a series of analytical paragraphs • Quotations should be well-chosen to ensure a clear focus on the question. • When writing about a play, we consider the effects of an audience rather than a reader. • Descriptive writing has little to no action. • Descriptive writing often zooms in and out of different elements of whatever is being described. • Descriptive writing should 'paint a picture' of character and/or setting. • Descriptive writing might include a symbol. • Literature essays should have a thesis which then drives the argument of the essay. • Each part of an essay serves a specific purpose and has it's own criteria.	Challenging Texts: Dracula Key Vocabulary: • gothic • maternal • subvert • stereotype • captivating • agency • perceive • impure • transforms • promiscuity • insatiable • Submissive • Oppression • symbolism • prologue • metaphor • contrast • repetition • foreshadowing • dramatic irony • pathetic fallacy • circular narrative • thesis statement • conventions • chronological

				Oracy Opportunities: Structured pair-talk and discussion. Reading the play aloud Disciplinary Writing: Explanatory and analytical writing Newspaper Writing – Pupils write a newspaper report focusing on the storm in the play (Act 3) Descriptive Writing – Gothic Descriptive writing
Autumn HT2 into Spring HT3 Spring Term - HT3	Ghost Stories Pupils engage with a range of extracts and a full short story to immerse themselves in the conventions of the genre. This knowledge is used to write their own ghost story. Focus on the following types of texts: Articles 19th century and modern fiction	• Independent piece of creative writing	Disciplinary Knowledge: Short stories often follow a similar narrative arc: 1. An unsettling atmosphere is established through the use of the weather 2. A disbelieving protagonist arrives at the location that's rumoured to be haunted 3. A first scare affects the protagonist 4. They uncover the history or mystery behind the rumoured haunting 5. Suspense builds (additional scares) 6. Protagonist is confronted by the ghost 7. The protagonist's disbelief is shattered Writers use literary tropes to create the desired atmosphere for their piece of writing. Writers plan, draft and redraft their work We should edit and proofread our work. We can use stylistic devices in own written work	Challenging Texts – Victorian Ghost stories. Key Vocabulary • Victorian • Protagonist • Disbelief • Dread • Suspense • Diverge • Confrontation • Conventions • Evaluate • Pathetic Fallacy • Sensory Description • Verb • Pace • Exposition • Rising Action • Falling Action • Resolution

	Poetry Pupils build on their knowledge of Victorian literature with Victorian poets who are contrasted with modern poets. Knowledge of Blake and Tennyson is developed through the study of these poets. Focus on the following literary themes: • Morality and morals • Monsters in literature • Hope • Identity Engagement with the following types of texts: • Poems • Myths • Oral poetry	No assessment but pupils will complete a core learning task: Pupils to be guided through writing an intro, 3 x PEAs and a conclusion • Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.	Disciplinary Knowledge: • Editing and proofreading • How to use stylistic devices in own written work • Analysis of language, form and structure • Comparison of texts • Themes of poetry often reveal or comment upon contextual factors which have influenced a piece of writing • A legend often has some elements of truth in it but there also can be different versions of it. • There can be many versions of the same myth and they can be told in many forms.	Challenging Texts: 'Hope is the thing with feathers' 'For Forest' 'The Kraken' 'The Grauballe Man' 'A Poison Tree' 'Echo and Narcissus' Key Vocabulary: Prior learning • Contemporary • Influenced • Characteristics • Deduce • Legend • Monstrosity • Sacrifice • Landscape • Moral • Narcissist • Oral Tradition • Metaphor • Extended Metaphor • Tenor • Vehicle • Ground/s • Personification • Narrative Poem Oracy opportunities: Structured pair-talk is built into our lessons. Consideration of the oral tradition of some forms of poetry

Spring Term – HT4	Macbeth Pupils will read and study key extracts from the play with a particular focus on the key scenes which exemplify the form and the conventions of the genre. Pupils will study some of the key themes of the play including power and ambition.	TBC	Disciplinary Knowledge: • A play is divided into Acts and Scenes. • The characters in the play have been created by the writer. They are not real people. • The tragedy genre follows specific conventions. • Macbeth, following the conventions of the genre, has a fatal flaw which leads to his downfall. • When responding to an exam style Literature question, the whole text must be considered. • Historical context can support and enhance a Literature essay. • Essays are composed of a series of analytical paragraphs • Quotations should be well-chosen to ensure a clear focus on the question. • When writing about a play, we consider the effects on an audience rather than a reader.	Challenging Texts: Macbeth Key Vocabulary: • Power • Tyranny • Ambitious • Conform • Subvert • Corruption • Masculinity • Transient • Hamartia • Tragic Hero • Archetype • Symbolism • Jacobean • Contrast • Soliloquy/aside • Metaphor Oracy Opportunities Structured pair-talk is built into our lessons. The play will be read aloud by pupils who will be given parts. Analytical writing Essay writing

Summer Term – HT5 and HT6	Animal Farm Pupils embed their poetry learning of allegory through study of this allegorical text. Focus on the following literary themes: • Corruption and tyranny • Communism/ Animalism • Education and illiteracy • Propaganda • Violence • Dreams/ hope Engagement with the following types of texts: • Information sheets • Biography	Who is to blame for the failure of Animal Farm - Debate Essay style response, marked for both reading and writing. Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.	Disciplinary Knowledge: • The events of a story can represent historical events. • Characters can represent particular people or sections of society. • How to analyse the structure of a novel. • Understanding of extended metaphor.	Challenging Texts: Animal Farm Key Vocabulary: • moral • fable • influence (?) • tyrant • rebellion • commandment • communism/communist • revolution/revolt • corrupt/corruption • admirable • propaganda/propagandist • treacherous • metaphor • allegory • third person • literal • pathos • tragic hero • debate • counter argument Oracy opportunities: Structured pair-talk is built into our lessons. Debate Disciplinary Writing: Analytical writing Essay writing

Throughout the year	**Reading for Pleasure**	No assessment	Texts selected based on reading a range of genres and enjoying a diverse range of writers and story subjects throughout KS3.	Vocabulary training in each lesson with a focus on tier two vocabulary and on supporting pupils to move vocabulary into their expressive vocabulary. Reading is supported with pedagogical strategies that help to support reading fluency, including choral reading, teacher modelling and comprehension through summarising.