



## Curriculum Sequencing - Year 8

Year 8 Autumn Term 1		
<p>Topics covered:</p> <p>The BFG by Roald Dahl</p> <p>Each term we read a different text to provide a focal point for our teaching and learning outcomes.</p>	<p>How it links to what you have studied before:</p> <p>A graduated approach All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.</p>	<p>How it links to what you will study:</p> <p>Learning Support Lessons Wave 3 provision is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.</p>
<p>Key words:</p> <ul style="list-style-type: none"> <li>● Similes</li> <li>● Onomatopoeia</li> <li>● Synonym</li> <li>● Antonym</li> <li>● Tier 2 words</li> <li>● Suffix</li> <li>● Prefix</li> <li>● Syllable</li> </ul> <p>Example Tier 2 words such as: analysis, approach, assume, benefit, context, contract, definition, derived, economic, established</p>	<p>Key skills:</p> <ul style="list-style-type: none"> <li>● Syllable counting</li> <li>● Rhyming words</li> <li>● Comprehension</li> <li>● Creative writing</li> <li>● Speaking and Listening</li> <li>● Summarising and storyboarding</li> <li>● Creating character profiles</li> <li>● Organising chronology</li> <li>● Improvisation and role play</li> <li>● Mind mapping</li> <li>● Recalling information</li> <li>● Making predictions</li> </ul>	
<p>Assessment focus</p> <ul style="list-style-type: none"> <li>- Writing Haiku poems (to include language devices) to sequence and summarise main events</li> <li>- Creative writing and editing</li> <li>- Comprehension</li> <li>- Key vocabulary words used</li> </ul>	<p>Revision tips</p> <p>repetition/overlearning/reading practice with comprehension questions/multisensory and visual aids/modelling/phonological awareness/fun shared experiences/merit rewards</p>	
<p>Why we study it:</p> <p>There are times when students with SEND may not make progress at the same pace as their peers. Learning support wave 3 intervention lessons allow teachers to address gaps in a child's knowledge and barriers to their progress. When a need has been identified, literacy support will help overcome these barriers to their learning.</p> <p>Cognition and Learning</p>		

Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.

#### Communication and Interaction

Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.

Year 8 Spring Term		
Topics and skills covered:	How it links to what has been studied before:	How it links to what will be studied in other areas of the curriculum:
<p>Adolphus Tips</p> <p>Each term we read a different text to provide a focal point for our teaching and learning outcomes.</p>	<p>A graduated approach</p> <p>All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.</p>	<p>Learning Support Lessons</p> <p>Wave 3 provision is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.</p>
<p>Key words:</p> <ul style="list-style-type: none"> <li>● Punctuation and different types</li> <li>● Contraction words</li> <li>● Apostrophe</li> <li>● Plural</li> <li>● Adjectives</li> <li>● Nouns</li> <li>● Verbs</li> <li>● Adverbs</li> <li>● Synonyms</li> <li>● Character descriptions</li> </ul>	<p>Key skills:</p> <ul style="list-style-type: none"> <li>● Highlighting punctuation</li> <li>● Arranging sentences</li> <li>● Writing own sentences</li> <li>● Silly sentences</li> <li>● Correcting sentences</li> <li>● Writing direct speech</li> <li>● Comprehension</li> <li>● Speaking and Listening</li> <li>● Summarising and storyboarding</li> <li>● Sequencing of ideas and information</li> <li>● Recalling information</li> <li>● Gap Filling</li> <li>● Making comparisons</li> </ul>	

<p>Assessment focus</p> <ul style="list-style-type: none"> <li>- Varied sentence openers</li> <li>- bracket/ellipses/gap fill/apostrophes</li> <li>- Direct speech</li> <li>- Descriptive writing</li> <li>- Expanded noun phrases</li> <li>- Poetry writing</li> </ul>	<p>Revision tips</p> <p>repetition/overlearning/reading practice with comprehension questions/multisensory and visual aids/modelling/phonological awareness/fun shared experiences/merit rewards</p>
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Year 8 Summer Term		
<p>Topics and skills covered:</p> <p>Gangsta Granny</p> <p>Each term we read a different text to provide a focal point for our teaching and learning outcomes.</p>	<p>How it links to what has been studied before:</p> <p>A graduated approach</p> <p>All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.</p>	<p>How it links to what will be studied in other areas of the curriculum:</p> <p>Learning Support Lessons</p> <p>Wave 3 provision is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.</p>
<p>Key words:</p> <ul style="list-style-type: none"> <li>● Punctuation and different types</li> <li>● Conjunctions</li> <li>● homophones</li> </ul>	<p>Key skills:</p> <ul style="list-style-type: none"> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Find errors in text</li> </ul>	

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<p>Assessment focus</p> <ul style="list-style-type: none"> <li>- Diary writing</li> <li>- Matching more complex homophones</li> <li>- Writing task using adverbs/past or present tense and more adventurous adjectives</li> <li>- Comparing and contrasting the book and the film</li> <li>- Comprehension with a focus on inference</li> <li>-</li> </ul>	<p>Revision tips</p> <p>repetition/overlearning/reading practice with comprehension questions/multisensory and visual aids/modelling/phonological awareness/fun shared experiences/merit rewards</p>
<p>Why we study it:</p> <p>There are times when students with SEND may not make progress at the same pace as their peers. Learning support wave 3 intervention lessons allow teachers to address gaps in a child’s knowledge and barriers to their progress. When a need has been identified, literacy support will help overcome these barriers to their learning.</p> <p>Cognition and Learning</p> <p>Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate.</p> <p>Communication and Interaction</p> <p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	