

# How to Support Your Child in English Year 8

# Curriculum Intent

"English allows students to explore profound ideas about humanity and the world we live in. It empowers students to understand and reflect upon experiences beyond their own, promoting values of tolerance and empathy."

# Results Overview 2026

86% of our students achieved 4+

75.6% our students achieved 5+

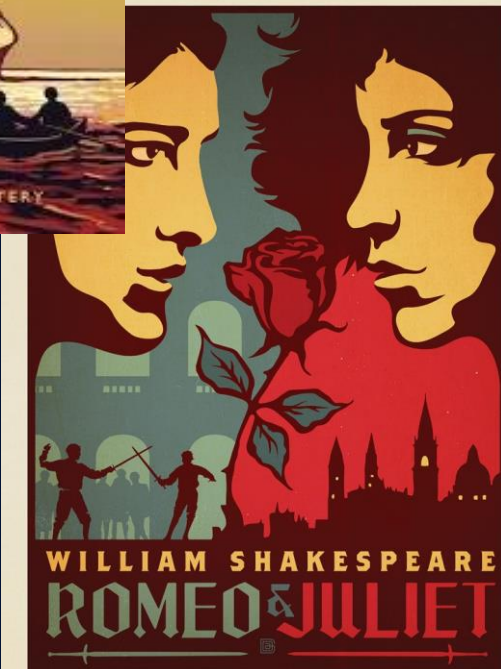
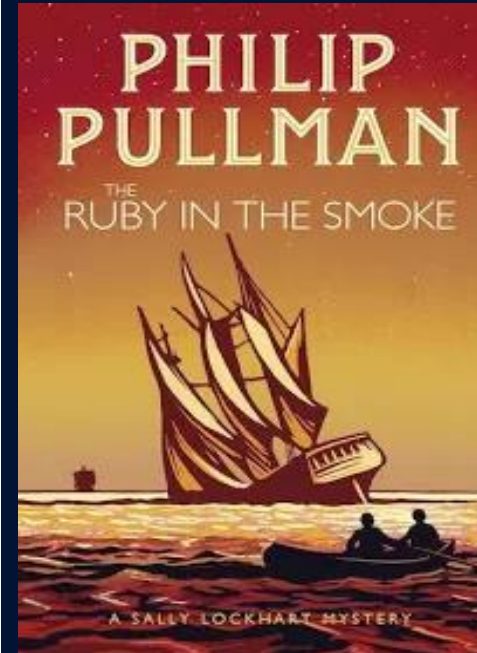
37.5% our students achieved top grades of 7-9

The best outcomes in our school's history.

#1 English results in the city.

# What will your child study in Year 8?

|          |                                              |
|----------|----------------------------------------------|
| Autumn 1 | Shakespeare:<br><i>Romeo and Juliet</i>      |
| Autumn 2 | Poetry, place and identity                   |
| Spring 1 | 19 <sup>th</sup> Century Literature          |
| Spring 2 | Novel Study:<br><i>The Ruby in the Smoke</i> |
| Summer 1 | Novel Study:<br><i>The Ruby in the Smoke</i> |
| Summer 2 | Modern Play:<br><i>Noughts and Crosses</i>   |



# KS3 Assessments

|          |                                                                                                                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <b>Reading:</b> How does Shakespeare present Romeo and Juliet's feelings in Act 1, Scene 5?<br>(understanding and analysing dramatic devices, broadening vocabulary, contextual knowledge of Shakespearean times) |
| Autumn 2 | <b>Reading:</b> How does Maya Angelou present ideas about strength and oppression in 'Still I Rise'?<br>(analysing poetry, understanding and exploring cultural diversity)                                        |
| Spring 1 | <b>Reading:</b> How does Blake present the treatment of the chimney sweepers?<br>(analysing poetry, contextual knowledge of Victorian England)                                                                    |
| Spring 2 | <b>Writing:</b> Writing a tabloid crime article<br>(narrative perspectives, establishing tone, creating a convincing narrative voice)                                                                             |
| Summer 1 | <b>Reading:</b> How does Pullman present Sally as a strong female character?<br>(analytical writing, language techniques, inference skills)                                                                       |
| Summer 2 | <b>Writing:</b> Produce a dual narrative in the style of 'Noughts and Crosses'.<br>(narrative perspectives, establishing tone, creating a convincing narrative voice)                                             |

# Core Knowledge

 **Jesmond Park Academy**

*Half Term One:  
Shakespeare Study- Romeo and Juliet*

How does Shakespeare present ideas about conflict in the play 'Romeo and Juliet'?

| What will we know by the end of this half term?                                                                                                                                                                                                                                                                                                                                                                                                                  | This links to:                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• To know the conventions of a Shakespearian tragedy.</li><li>• To know what ideas were held about masculinity and the patriarchy in the Elizabethan era</li><li>• To know how Shakespeare uses language and structure to draw attention to character feelings, relationships and key themes</li><li>• To know how to use a well written plan to guide us through the process of writing an analytical response.</li></ul> | <ul style="list-style-type: none"><li>• Our previous study of Shakespeare in year 7, where we started to consider ideas about hierarchy, the patriarchy and character relationships.</li><li>• Your future study of 'Macbeth' in year 10, where we will build upon knowledge of tragic conventions.</li></ul> |

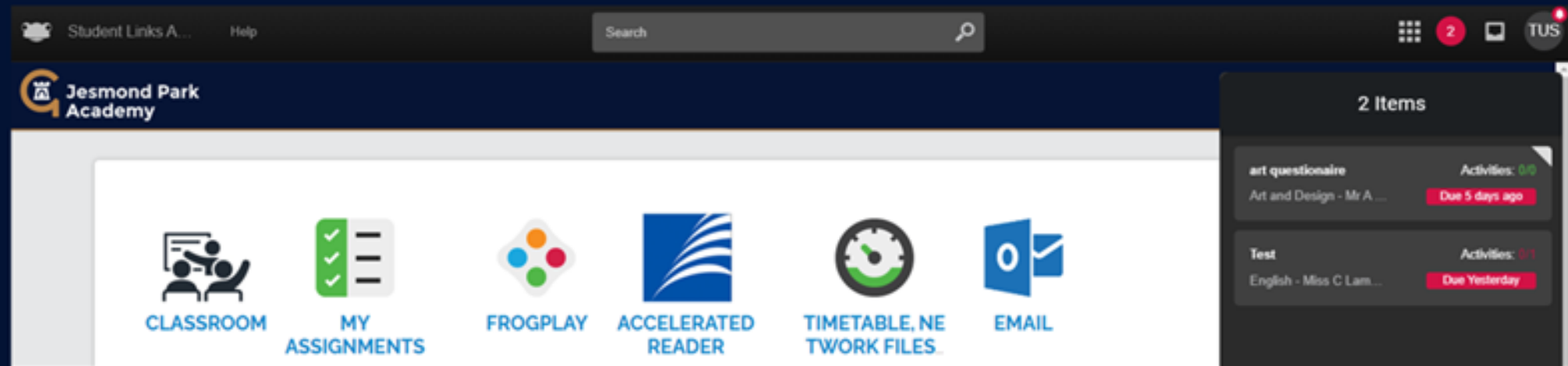
**Key vocabulary:**

|                                                                                                                                                              |                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Conflict<br><input type="checkbox"/> Impulsive/impulsivity<br><input type="checkbox"/> Infatuation<br><input type="checkbox"/> Fate | <input type="checkbox"/> Requited/unrequited<br><input type="checkbox"/> Patriarchy<br><input type="checkbox"/> Soliloquy |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**You will complete a written response to a key scene, focusing on the way character feelings are presented. This will be a formative assessment.**

- Added to your child's English book each half-term.
- Includes the focus of the unit and key vocabulary to focus on.

# Supporting your child with homework



Our Frog quizzes have been designed to help your child reflect on the skills and knowledge they have learned each week. Each week, they will complete a 10 question quiz, with a range of question types.

# Supporting your Child: Reading

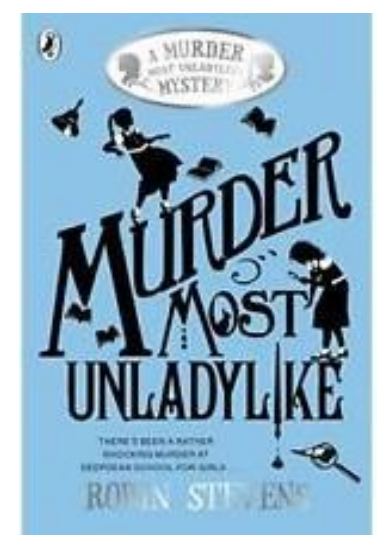
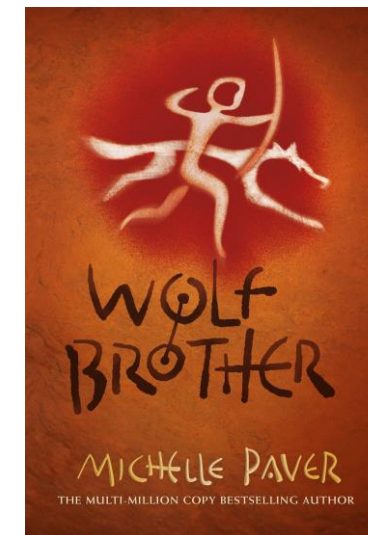
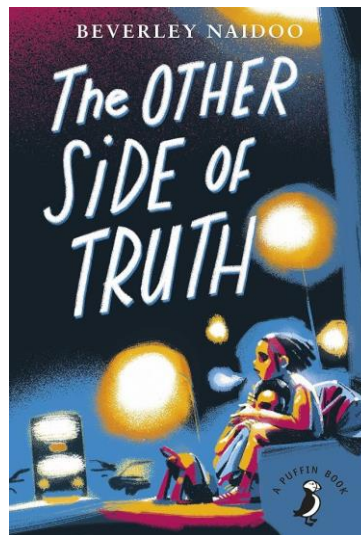
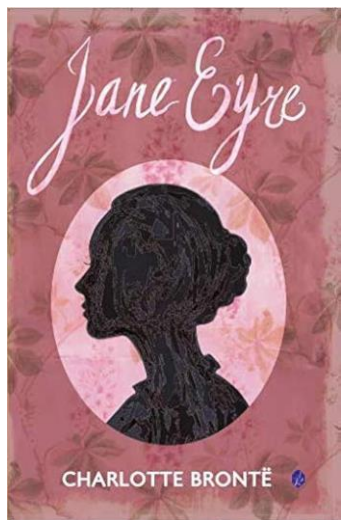
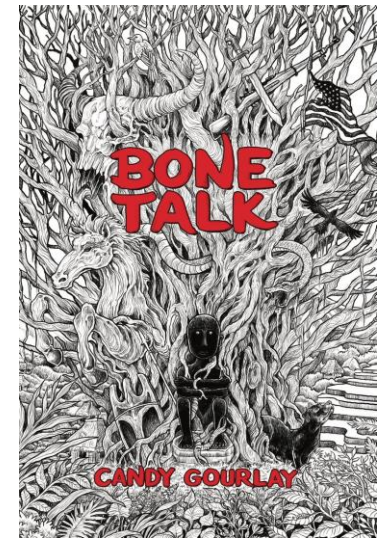
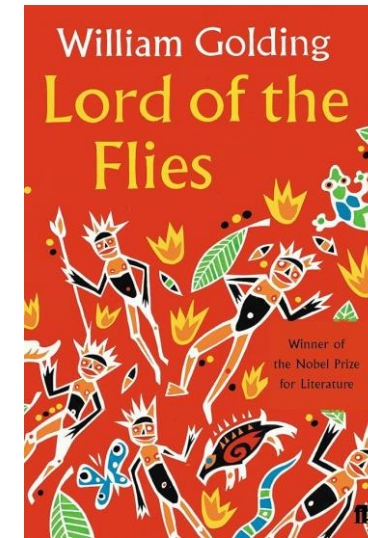
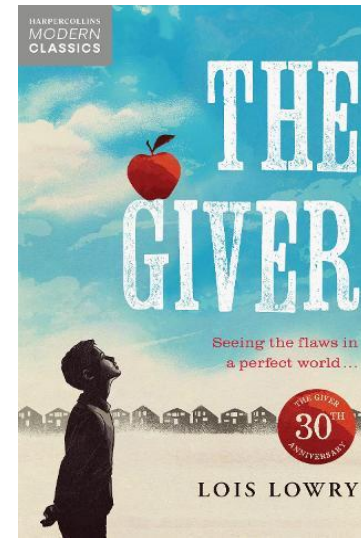
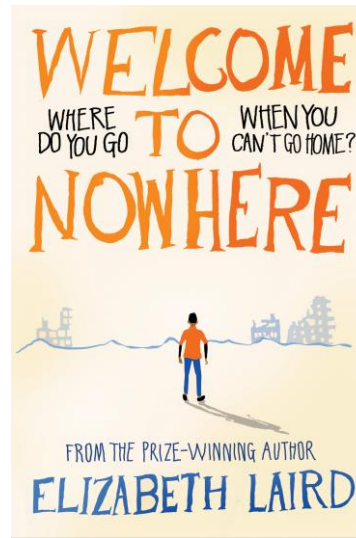
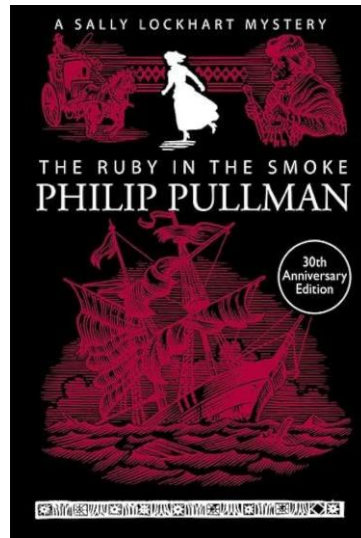
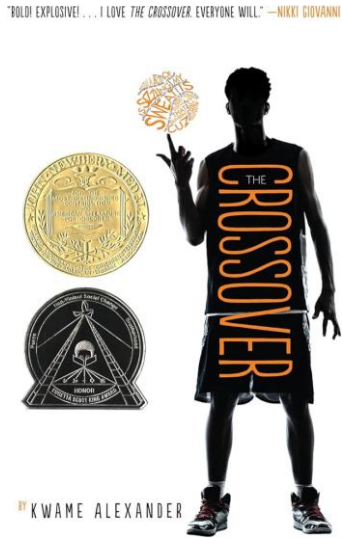
- Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily in 2023, matching levels seen in 2022.
- Children who enjoy reading and writing are happier with their lives.
- Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it.

Our KS3 students also receive support in-school through the Reading Program.

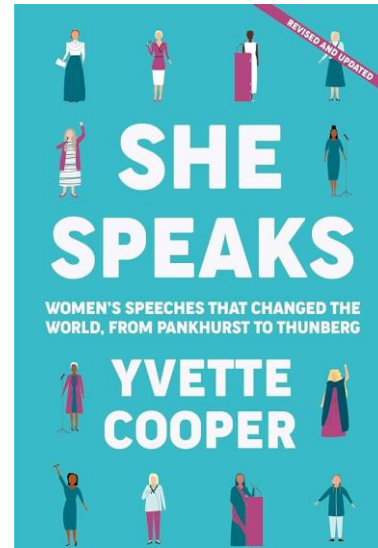
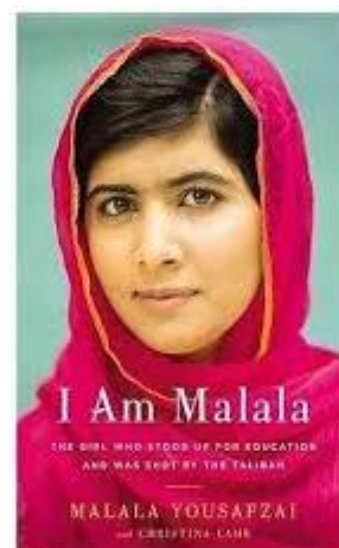
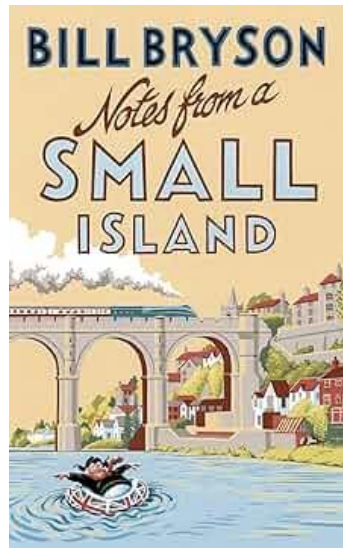
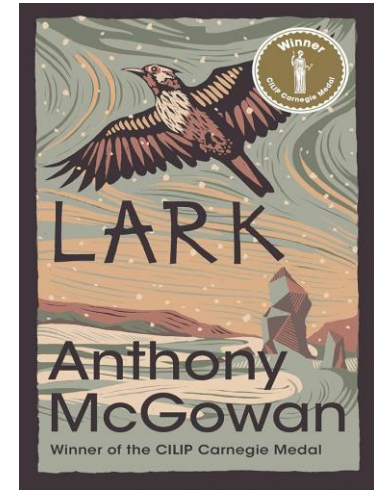
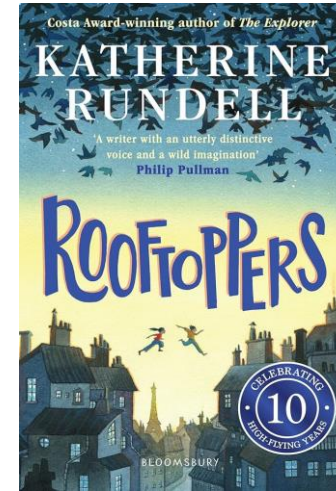
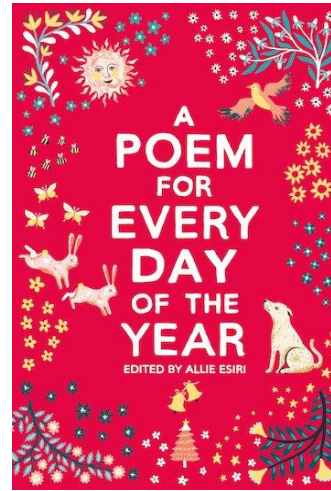
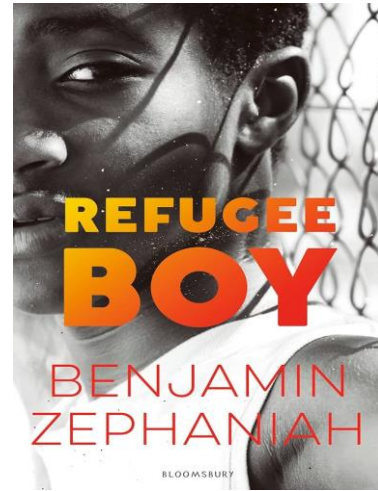
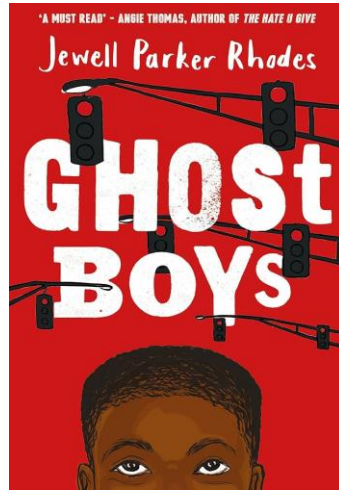
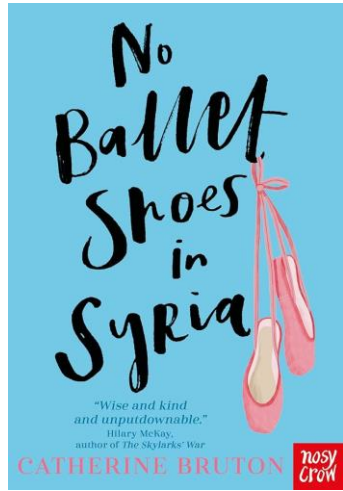
They also have access to a wide variety of excellent reading books in the school library and English classrooms.

**National  
Literacy  
Trust**

# WHAT SHOULD I READ NEXT? KS3



# WHAT SHOULD I READ NEXT? KS3



# Supporting your Child: Newsletter

- Updates
- Additional texts to read with your child
- Local opportunities and competitions.

## Calling Newcastle's 12 - 17 year olds!

Borrow and read five books from Newcastle Libraries over the autumn term for a chance to win one of five Travelling Man vouchers!



Scan the QR code for full rules and more info:



# Supporting your Child: Team English

A department of 18 dedicated, fantastic teachers!

**Head of English:** Jennifer Allsopp

English KS3 Co-Ordinator: Gail Henderson

English KS4 Co-Ordinator: Jonathan Clark

English KS5 Co-Ordinator: Spencer Taylor

Thank you for your support at home!