

Year 7 SOW Overview

<u>Term</u>	<u>SOW</u>	<u>Classroom Marked Piece and Assessment</u>	<u>Assessment focus</u>
1a	Autobiography/biographies	C: Formal Letter A: Ensuring you use the features (and write in the style of) an autobiography, write about two important life events.	AO5 -content and organisation AO6- SPaG
1b	The Boy in the Striped Pyjamas	C: How does Boyne present the character of Bruno in the opening of the novel? MEE paragraph. A: Extract based question. (TBC)	AO1 and AO2 - reading and responding to a text. Analysis of writer's methods
2a	First half: continue to study TBITSP Second half: Poetry	Poetry Assessment: Write a sonnet.	AO5 -content and organisation
2b	Media/non-fiction	C: Paragraph of Mayor's speech A: Write a newspaper article about a fictional event involving your superhero ad villain.	AO5 -content and organisation AO6- SPaG
3a	Start introduction to Shakespeare Last few weeks - revise TBITSP in preparation for the EOY exam.	C: Romeo and Juliet MEE paragraph.	AO1 and AO2 - reading and responding to a text. Analysis of writer's methods
3b	Introduction to Shakespeare	Marking of EOY exam	

A lesson overview and knowledge organiser is available on OneDrive for each SOW

Year 8 SOW Overview

<u>Term</u>	<u>SOW</u>	<u>Assessment</u>	<u>Assessment focus</u>
1a	'The Tempest' by William Shakespeare	C: How is Caliban presented in Act 3 Scene 2? MEE paragraph A: How is the character of Caliban presented in 'The Tempest' by William Shakespeare?	AO1, AO4
1b	Non-fiction Writing	C: Using ethos, pathos, logos, write up an opinion piece. A: Write a review of a film for a magazine for students of your age range.	AO5, AO6
2a	'Noughts and Crosses' by Malorie Blackman. Adapted by Dominic Cooke	C: How is tension created in Act 1, scenes 19-21? ToMee paragraph. A: How is the character of Callum presented across the play?	AO1, AO2
2b	First half: continue to study Noughts and Crosses Second half: Poetry	A: Write a poem inspired by the image.	AO5
3a	Start Gothic Horror	C: ToMEE based on a Gothic Horror extract in preparation for EOY.	AO1, AO2,
3b	Gothic Horror	Mark EOY exam	

A lesson overview and knowledge organiser is available OneDrive for each SOW.

Year 9 SOW Overview

<u>Term</u>	<u>SOW</u>	<u>Assessment</u>
1a	New SOW for Sept 2022 'Iridescent Adolescent' Diverse Literary Short Stories	TBC
1b	'Romeo and Juliet' by William Shakespeare	C: How does Shakespeare present Lord Capulet's feelings towards Juliet? A: How does Shakespeare create conflict in act 3, scene 1?
2a	Creative writing	A: Write a description suggested by this picture: OR Write the opening part of a story about a place that is severely affected by the weather.
2b	Poetry	C: Refugees ToMEE+C A: Comparative paragraph
3a	'To Kill a Mockingbird' by Harper Lee	C: How does Lee present the Radley place? Extract based in preparation for the EOY exam.
3b	'To Kill a Mockingbird' by Harper Lee	Mark EOY exam

Lesson overviews and knowledge organisers available for each SOW.



KS3 Intervention Outline

Step 1 - Each member of the department will be asked to identify students based on the end of half term assessment data. This will be recorded on SIMS via an intervention column.

Step 2 - These students will be provided with a 6th form mentor who will work with them in lessons where possible.

Step 3 - Students will be provided with an intervention work booklet to work through at home. At this stage a phone call home should be made.

Step 4 - Students will be provided with an additional intervention work booklet.

Step 5 - End of year exam intervention paper. At this stage there should be a meeting organised with the parents to discuss the EOY exam result and how they can help support their son when completing the intervention paper at home.

- Students should also be encouraged to use online resources such as **Doddle** and **BBC Bitesize**.
- www.doddlelearn.co.uk
- <https://www.bbc.com/bitesize/subjects/z3kw2hv>

At the end of the each year staff will be required to consider the progress made by students who were identified as needing intervention. If students have made progress they will rewarded with a prize to celebrate their achievement.

PP students who are identified as needing intervention will be provided with additional resources.

- Use of knowledge organisers.
- Parental contact.
- Differentiated resources for lessons.
- Tailored homework.
- Follow BVGS_English.