

| | Module 1 | Module 2 | Module 3 | Module 4 |
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| 7 | <p>Reading Analysing Unseen Poetry</p> <p>Writing Writing to describe/narrate Sentence structures Spelling - homophones</p> | <p>Reading Analysing a passage from 'Stone Cold'/'Skellig'/'Pig Heart Boy'</p> <p>Writing Writing to persuade/argue punctuation Spelling –digraphs/trigraphs</p> | <p>Reading Analysing an extract from <i>Romeo & Juliet</i></p> <p>Writing Writing to inform/explain paragraphing Spelling- long vowel sounds</p> | <p>Reading Comparing non-fiction – Autobiography/diary</p> <p>Writing Writing to advise Spelling – 'l' before 'e'</p> |
| 8 | <p>Reading Comparing non-fiction – Social issues</p> <p>Writing Writing to persuade/argue Sentence structures Spelling - plural</p> | <p>Reading Analysing Literary extracts – <i>Sun on the Grass</i> or Horror and Suspense – Paper 1 Question 3 and 4</p> <p>Writing Writing to narrate/describe punctuation Spelling - silent letters</p> | <p>Reading Evaluating a statement on the play 'Our Day Out' or 'Journey's End'</p> <p>Writing Writing to inform/explain paragraphing Spelling --suffixes</p> | <p>Reading Comparing poems from a poetry anthology</p> <p>Writing Writing to advise Spelling - Single and double consonants</p> |
| 9 | <p>Reading Analysing a passage from 'Of Mice and Men' or 'Kes' Literature and Language Focus</p> <p>Writing Writing to describe/narrate</p> | <p>Reading Comparing non-fiction Comparing poems from a poetry anthology</p> <p>Writing Writing to explain/inform</p> | <p>Reading Analysing an extract from 'Tempest' or 'Hamlet' Analysing Unseen Poetry</p> <p>Writing Writing to persuade/argue</p> | <p>An Inspector Calls content focus – complete bridging unit Comparing poems from GCSE poetry anthology (4 poems)</p> |

- One Speaking and Listening assessment per year
- Spelling word banks to go into KS3 homeworks
- Key terminology spelling tests in Year 9

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| <p>Is there enough challenge within our KS3 SoW?</p> | <p>Are homework booklets effective? Do they stretch and challenge?</p> | <p>Are the assessments suitable/ challenging enough?</p> | <p>Do students get to develop skills for specific GCSE Language and Literature questions?</p> | <p>Is there too much focus on particular topics/skills?</p> |
| <p>Are there skills/topics that we are not focusing enough on?</p> | <p>Does the new grading system allow for effective marking?</p> | <p>Are pupils engaging with the new grading system? Does it allow them to know how to make progress? Are the target setting sheets effective?</p> | <p>Are our End of Year exams effective?</p> | <p>Are we using Year 9 effectively for the step up to KS4?</p> |

