

REVISION to YEAR 9 SOW

1. Fun with Writing	2. Poetry – War Poetry
<p>Focus:</p> <ul style="list-style-type: none"> • How writers use language for effect • How writers vary sentence structures for effect • Sampling extract and examples of good fiction and non-fiction • Students developing descriptive writing skills • Developing skills to craft own writing to create setting and character <p>Interim Assessment: 100 word story Use results of that to work on 'repair' work before final assessments</p> <p>Assessment: 1) Writing – Writing to describe *</p> <p>PLTS: Creative Thinkers <i>*There is only one main assessment this half term to give teachers and students the opportunity to build up skills</i></p>	<p>Focus:</p> <ul style="list-style-type: none"> • Know key poetic and analytical terms • Be able to analyse writer's use of language and structure • Be able to compare two poems <p>Assessment: 1) Reading – <i>Compare how soldiers' experiences are explored in two poems of your choice*</i></p> <p>PLTS Independent Thinkers</p> <p><i>*There is only one main assessment this half term to give teachers and students the opportunity to build up analytical writing skills</i></p>
3. Novel	4. Novel/ Jaws
<p>Focus:</p> <ul style="list-style-type: none"> • Preparing students to analyse a text in preparation for GCSE • Focus on character and theme • Analysis of how writer uses language • Context <p>Assesment: S and L – <i>group discussion on aspect of character or characters</i></p> <p>Reading Either <i>Explore the ways a central relationship is presented</i> Or <i>Explore the ways a central character changes</i> <i>Or Explore how a theme is developed</i></p> <p>PLTS Effective Participants</p>	<p>(Finish novel then quick Jaws scheme)</p> <p>Focus:</p> <ul style="list-style-type: none"> • Writing to Review - using appropriate Media style models • Creative Writing • Reflecting on writing skills developed in Module 1 to re-use and improve on <p>Assessment: S and L – <i>group role play and decision making task</i></p> <p>Writing : Writing to narrate – a story inspired by Jaws Writing: Stand alone assessment - summary</p> <p>PLTS Reflective Learners</p>

5. Shakespeare – Henry Vor Julius Caesar	6. Preparation for exam/Finish modules/Prepare for Year 10
<p>Focus:</p> <ul style="list-style-type: none"> • Understanding of plays • Analysis of Shakespeare’s use of language • Close analysis of individual scenes • Comparison within texts(for higher sets – comparing scenes) • Understanding and using features of Persuasive writing <p>Assessment: S and L – Individual persuasive speech</p> <p>Reading Either <i>Explore the ways that Shakespeare presents strong feelings to the audience</i> Or <i>Explore the ways that Shakespeare presents conflict in the play(s)</i></p> <p>PLTS Team Workers</p>	<p>Preparation for exam 2-3 weeks</p> <p>Focus:</p> <ul style="list-style-type: none"> • Preparing students for exam type questions <p>Reading</p> <ul style="list-style-type: none"> • Understanding explicit meaning • Be able to explain meaning in own words • Being able to infer • Being able to use quotation • Being able to explain effect of language <p>Writing</p> <ul style="list-style-type: none"> • Be able to vary sentence structures • Be able to add descriptive detail <p>Assessment: Year 9 exam – Reading and writing Using Cambridge Checkpoint</p> <p>PLTS Self Manager</p>