KS3 SOW analysis, adaption and alignment

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| **Analysis** (Intent and Implementation) | **Adaption** | **Alignment goals** |
| Phonics | | |
| Which SSC are taught, and when? | SSC are explicitly identified. | 90% NCELP SSC are taught and systematically revisited in Y7, and often revisited in Y8 and Y9. |
| Why are those taught? | SSC are sequenced logically using a ‘bang for buck’ principle based on frequency of occurrence and difficulty for learners. |
| How are they taught? | SSC are taught explicitly in Y7, for example, using identified key ‘source’ words and practised using further ‘cluster’ words, using a variety of activities, including read aloud and transcription. |
| Are they revisited? When? How? | SSC are revisited systematically in Y7, and often in Y8 and Y9, when several SSC are often combined and integrated into vocabulary and grammar activities, with a focus on when they affect meaning. |
| Vocabulary | | |
| Are the vocabulary sets to be taught explicitly listed? | Vocabulary sets for each week are listed on the SOW. Overall vocabulary load is known. | The total number of words taught each year does not exceed 360 (36 teaching weeks x 10 words weekly average) by more than 10% either way, i.e. 396 or 324. |
| Are the vocabulary items highly frequent? How is their frequency known? | The frequency of vocabulary is checked. | At least 85% vocabulary is drawn from the 2000 most frequently-used words. |
| Do the vocabulary sets comprise words from different word classes? | Vocabulary sets are checked for composition and, where needed, created with words from different word classes. | All vocabulary sets contain a balance of words from at least two (but preferably more) word classes. |
| Are the vocabulary items to be taught planned to be revisited regularly? How regularly? | The timing of the systematic revisiting of vocabulary sets is added to SOW. Students are given ready access to current, previous (and, where possible, future) vocabulary sets to support their learning, preferably via an online learning tool (e.g., Quizlet or similar). | All vocabulary taught is revisited at least three times within the year. There are regular (minimum fortnightly) vocabulary learning homeworks. |
| Are the high frequency verbs taught and regularly revisited? When? | The verbs to be taught are identified and their frequency checked. Overall the number of verbs is counted and the proportion of verbs in the overall year’s lexicon is known. | Between 20-25% of the vocabulary is verbs. These include a set of high-frequency regular verbs and the main high-frequency verbs: French: être, avoir, faire, aller German: sein, haben, machen, gehen, fahren Spanish: ser, estar, tener, hacer, ir |
| Grammar | | |
| Which grammar features are taught? How? | The grammar features to be taught are clearly identified on the SOW. | 85% grammar taught overlaps with NCELP, and no more than 20% more than NCELP is taught. |
| When are they taught and why then – what is the rationale for the sequence you have chosen? | Grammar features are consciously selected for teaching, based on their likely usefulness in basic sentence construction, and informed by considerations of difficulty, sequenced and taught to avoid potential confusion and overload. |  |
| How often is grammar re-visited and when? | The revisiting of each grammar feature is clearly identified on the SOW. | Each grammar subcomponent (e.g., e.g. a pair of features such as 1st and 3rd singular present), is revisited at least twice during the year. |
| Is there plenty of opportunity to practise grammar in the input (listening and reading) and in meaningful production activities? | Listening and reading, and subsequent speaking and writing activities specifically trap the grammar features and compel learners to process and to produce them. | For each grammar feature taught there are **grammar-focused** listening and reading activities, as well as speaking and writing tasks. |
| Robust and reliable knowledge? (Impact) | | |
| How do you know that your students have reliable knowledge of the phonics, vocabulary and grammar that have been taught and practised? | Continuous assessment of learning is integrated into teaching each week (every time learners are required to retrieve language without reference to their resources). Achievement assessments in phonics, vocabulary and grammar test the exact knowledge taught. | There are PVG achievement tests in addition to any more holistic proficiency tests. |
| Do you know whether this knowledge is available for  - both comprehension and production?  - in both the oral and written modalities? | PVG assessments are completed in all modes and modalities (listening, speaking, reading and writing). | Assessment opportunities are provided in all modes and modalities. |