

Assessment Map 2021-22



Department: **English**

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
2	<p><u>Focus:</u></p> <p>Writing assessment SPAG test</p> <p>Reading test <u>Structure:</u> SPAG test Reading of an unseen text.</p> <p>Series of questions which assess that which is outlined below</p> <p><u>Knowledge and skills assessed:</u> Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p><u>Focus:</u></p> <p>Writing assessment SPAG test</p> <p>Reading test <u>Structure:</u> SPAG test Increase in vocab difficulty</p> <p>Reading of an unseen text. The reading text increases in terms of challenge from previous years. The questions also increase in complexity.</p> <p>Series of questions which assess that which is outlined below</p> <p><u>Knowledge and skills assessed:</u> Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p><u>Focus:</u></p> <p>Writing assessment SPAG test</p> <p>Reading test <u>Structure:</u> SPAG test Increase in vocab difficulty</p> <p>Reading of an unseen text. The reading text increases in terms of challenge from previous years. The questions also increase in complexity.</p> <p>Series of questions which assess that which is outlined below</p> <p><u>Knowledge and skills assessed:</u> Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p><u>Focus:</u></p> <p>Lang Paper 1 <u>Structure:</u> Reading fiction Writing fiction</p> <p><u>Knowledge and skills assessed:</u> Accuracy of written expression Ability to use narrative or descriptive writing techniques. Understanding of conventions. Ability to use SPAG correctly.</p> <p><u>Focus:</u> Lit Paper 1 <u>Structure:</u> 19th Century novel Shakespeare <u>Knowledge and skills assessed:</u> Ability to analyse theme / structure / character Ability to analyse an extract Ability to link to wider play Understanding of literary terms. Ability to use context appropriately.</p>	<p><u>Focus:</u></p> <p>Lang Paper 2 <u>Structure:</u> Reading non-fiction Writing non-fiction</p> <p><u>Knowledge and skills assessed:</u> Accuracy of written expression Ability to use transactional writing techniques. Understanding of conventions. Ability to use SPAG correctly</p> <p><u>Focus:</u> Lit Paper 1 <u>Structure:</u> 19th Century novel Shakespeare <u>Knowledge and skills assessed:</u> Ability to analyse theme / structure / character Ability to analyse an extract Ability to link to wider play Understanding of literary terms. Ability to use context appropriately.</p>

				Ability to analyse language Ability to analyse the effect on the reader.	Ability to analyse language Ability to analyse the effect on the reader.
4	<p>Focus: Writing assessment SPAG test</p> <p>Reading test Structure: SPAG test Reading of an unseen text.</p> <p>Increase in vocab difficulty The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the areas below</p> <p>Series of questions which assess that which is outlined below</p> <p>Knowledge and skills assessed: Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p>Focus: Writing assessment SPAG test</p> <p>Reading test Structure: SPAG test Reading of an unseen text.</p> <p>Increase in vocab difficulty The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the areas below</p> <p>Series of questions which assess that which is outlined below</p> <p>Knowledge and skills assessed: Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p>Focus: Writing assessment SPAG test</p> <p>Reading test Structure: SPAG test Reading of an unseen text.</p> <p>Increase in vocab difficulty The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the areas below</p> <p>Series of questions which assess that which is outlined below</p> <p>Knowledge and skills assessed: Vocabulary Retrieval Method and effect Structure Personal response Content & Organisation Sentence Structure Punctuation Spelling</p>	<p>Focus: Lang Paper 2 Structure: Reading fiction Writing fiction Knowledge and skills assessed:</p> <p>Accuracy of written expression Ability to use transactional writing techniques. Understanding of conventions. Ability to use SPAG correctly</p> <p>Focus: Lit Paper 2</p> <p>Structure: Unseen Poetry Modern play 'DNA'</p> <p>Knowledge and skills assessed: Ability to analyse theme / structure / character Ability to analyse poetry Ability to link to wider play Understanding of literary terms Ability to use context appropriately.</p>	<p>Focus: Lang Paper 1 Structure: Reading non fiction Writing non fiction Knowledge and skills assessed:</p> <p>Accuracy of written expression Ability to use narrative or descriptive writing techniques. Understanding of conventions. Ability to use SPAG correctly</p> <p>Focus: Literature Paper 2 Structure: Unseen Poetry Modern play 'DNA'</p> <p>Knowledge and skills assessed: Ability to analyse theme / structure / character Ability to analyse poetry Ability to link to wider play Understanding of literary terms Ability to use context appropriately. Ability to analyse language</p>

				Ability to analyse language Ability to analyse the effect on the reader.	Ability to analyse the effect on the reader.
5/6	<p><u>Focus:</u> Reading test</p> <p><u>Structure:</u> SPAG test Reading of an unseen text. The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the more complex areas below</p> <p><u>Knowledge and skills assessed:</u> Method and effect Structure Personal response</p>	<p><u>Focus:</u> Reading test</p> <p><u>Structure:</u> SPAG test Reading of an unseen text. The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the more complex areas below</p> <p><u>Knowledge and skills assessed:</u> Method and effect Structure Personal response</p>	<p><u>Focus:</u> Reading test</p> <p><u>Structure:</u> SPAG test Reading of an unseen text. The reading text increases in terms of challenge from previous tests. The questions also increase in complexity with a focus on the more complex areas below</p> <p><u>Knowledge and skills assessed:</u> Method and effect Structure Personal response</p>		

Curriculum on a page

English	Autumn Term Half Term 1 Half Term 2	Spring term Half Term 3 Half Term 4	Summer term Half Term 5 Half Term 6	Enrichment opportunities / wider reading
<p>Year 7 <u>Love, Relationships and Betrayal</u></p>	<p>Love, Relationships and Betrayal in Literature</p> <p>Introductory Unit – School Poetry</p> <p><u>Reading:</u> Poetry</p> <p><u>Writing:</u> Descriptive Writing - Description of a stormy scene</p> <p>Letter Writing to Argue/ Persuade: “Valentine’s Day is over-hyped and a waste of money”. Write a letter to your local newspaper in which you agree or disagree with the statement.</p> <p>Assessment: Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on Poetry</p> <p>Writing to Describe</p>	<p>Love, Relationships and Betrayal in Literature:</p> <p><u>Reading:</u> Shakespeare - ‘Macbeth’</p> <p><u>Writing:</u> Analytical Writing How does Shakespeare present Macbeth in the opening 3 scenes?</p> <p>Speech Writing & Oracy: “Does Shakespeare still have a place on the modern curriculum?”</p> <p>Assessment: Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on ‘Macbeth’</p> <p>Writing to present a Speech – content & oracy</p>	<p>Love, Relationships and Betrayal in Literature:</p> <p><u>Reading:</u> Prose “A Kind of Spark” “Lamb to the Slaughter” “Royal Jelly”</p> <p><u>Writing:</u> Informative Writing – Leaflet</p> <p>Narrative (& Descriptive) Writing– Write the opening of a short story that establishes character and setting</p> <p>Assessment: Objective Scoring Assessment: T/F, MCQ, Short form, constructed response ‘OMAM’</p> <p>Writing to inform</p>	<p>Wider reading around the texts studied in class & private reading is encouraged by class teachers. One lesson a fortnight in the Library. Class Reader to be read for pleasure: ‘Where the World Turns Wild’.</p> <p>Others that are available to be read for pleasure: ‘Wonder’, ‘Wolf Brother’</p>

Curriculum on a page

<p>Year 8 <u>Power</u> <u>Conflict,</u> <u>Adventure &</u> <u>Discovery</u></p>	<p>Power, Conflict & Discovery Texts Man and the Weather Reading: 'The Tempest' 'Storm on the Island' 'Hurricane hits England' Writing: Writing to Describe: A description of a storm Assessment Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on 'The Tempest' Writing to Describe</p>	<p>Power, Conflict & Discovery Texts - WAR Reading: Sassoon & Owen poetry Writing: Writing to persuade – 'Do animals have a place in War?' Assessment Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on poetry Comparative analytical essay</p>	<p>Power, Adventure & Discovery Texts: Reading: 'Of Mice & Men' Writing: Analytical writing – How does Steinbeck ...? Assessment How does Steinbeck present the themes of friendship and freedom? Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on 'OMAM'</p>	<p>Wider reading around the texts studied in class & private reading is encouraged by class teachers. One lesson a fortnight in the Library. Class Reader to be read for pleasure: 'Windrush Child' Others that are available to be read for pleasure: 'Beast', 'Stone Cold', 'Trash'</p>
<p>Year 9 <u>Power</u> <u>Conflict and</u> <u>Morality</u></p>	<p>Power, Conflict and Morality: Reading: Non Fiction & Poetry - Moral Panics Mods and Rockers Does media consumption encourage violence? Bulger Sophie Lancaster – Black Roses Victorian Societal Worries Knife Crime Poverty in society Video games To vaccinate or not? Desegregation in 1950s-60s America BlackFish – should Sea World be closed? Are Zoos necessary?</p>	<p>Power, Conflict and Morality: Reading: Prose – Extracts & Noughts and Crosses Writing: Writing to Analyse Assessment Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on Language Writing to Analyse</p>	<p>Power, Conflict and Morality: Reading: Shakespeare – Romeo and Juliet Writing: Writing to Describe – Ballroom Scene Assessment Objective Scoring Assessment: T/F, MCQ, Short form, constructed response on</p>	<p>Wider reading around the texts studied in class & private reading is encouraged by class teachers. Re-reading of the texts studied. Wider reading around the texts studied in class & private reading is encouraged by class teachers. One lesson a fortnight in the Library. Class Reader to be read for pleasure: 'Outrage' Others that are available to be read for pleasure: 'Beast', 'Chanda's Secrets', 'The Outsiders'</p>

Curriculum on a page

	<p>Is testing on animals justifiable? Anna Laetitia Barbauld's 'The Mouse's petition' Writing: Writing to Describe – Fight Scene Writing to Argue/ Persuade – Teenage Representation Assessment Objective Scoring Assessment: T/F, MCQ, Short form, constructed response – Jack the Ripper</p> <p>Writing to Describe</p>			
Year 10	<p>Language: Lang P1 Specimen Assessment Materials: 'Jamaica Inn' Q1-5 including writing to describe</p> <p>Lang P2 including Transactional writing</p> <p>Literature: 19th Century Text: Dickens - 'A Christmas Carol'</p>	<p>Language: Lang P1 2017 November Resit Q1-5 including writing to narrate</p> <p>Lang P2 including Transactional writing</p> <p>Literature: Power & Conflict Poetry</p>	<p>Language: Lang P1 Q1-5 including writing to describe</p> <p>Literature: Modern texts: 'DNA'</p>	<p>Wider reading around the texts studied in class. Re-reading of the texts studied is important so as to reinforce pupils' understanding of the text.</p>
Year 11	<p>Lang P2 including Transactional writing – 'Sons'</p> <p>Lang P1 Q1-5 including writing to describe</p> <p>Literature revision of all exam texts</p>	<p>Lang P1 Q1-5 including writing to describe</p> <p>Lang P2 including Transactional writing</p> <p>Literature revision of all exam texts</p>	<p>Lang P1 Q1-5 including writing to describe</p> <p>Lang P2 including Transactional writing</p> <p>Literature revision of all exam texts</p>	<p>Each year the Road Map, which details revision topics, will have suggested wider reading. Depending upon the play being screened, Year 11 will usually attend a 'Shakespeare Live' broadcast in school of the Shakespeare play they are studying.</p>