

## Assessment in English

### Year 7

Assessment Autumn 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Coraline</u></b></p> <p>Assessment focus: Third person personal recount</p>	<p>Understanding:</p> <ul style="list-style-type: none"> <li>-plot, character, setting</li> <li>- sentence structures</li> <li>-the variety of sentence starts (ISPACED)</li> <li>-Grammar</li> </ul>	<p>Honing and developing writing skills from KS2 which is essential for all aspects of the curriculum.</p>	<p>Lack of secure control of sentences</p> <p>Lack of variety in sentence starters</p> <p>Inconsistent control of tenses</p> <p>Vocabulary not suited for purpose</p> <p>Misuse of narrative voice</p>	<ul style="list-style-type: none"> <li>- Reading for meaning</li> <li>-Inference</li> <li>- Stand and speak – oracy, speaking and listening</li> <li>-Thinking and retrieval</li> <li>-crafting their own identity through writing</li> <li>- using language for effect</li> <li>- use a variety of sentence structures for effect</li> <li>- use SPAG for effect</li> <li>-Editing &amp; refining</li> </ul>	<p>Utilised throughout the English curriculum</p>

Assessment Autumn 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Escape from Kraznir</u></b></p> <p>Write a chapter of the fantasy quest</p>	<p>Understanding:</p> <ul style="list-style-type: none"> <li>- the variety of sentence structures (ISPACED),</li> <li>punctuation.</li> </ul>	<p>To understand if the essential knowledge learnt in Autumn 1 is secure and to address</p>	<p>Adapting writing (narrative voice, tense and vocabulary) for purpose.</p>	<ul style="list-style-type: none"> <li>-using vocabulary choices for effect</li> </ul>	<p>Utilised throughout the English curriculum</p>

	<ul style="list-style-type: none"> <li>- use sensory language and imagery</li> <li>- characterisation</li> <li>-setting</li> <li>- vocabulary choice/figurative language/spelling/ word classes</li> <li>- narrative hooks &amp; resolutions</li> <li>- Grammatical accuracy (full stops, capital letters, sentence structures, comma splice, apostrophes, dialogue) paragraphs/connectives</li> </ul>	misconceptions at the earliest opportunity.		<ul style="list-style-type: none"> <li>-using a range of sentence starters for effect</li> <li>-adapting Standard English to create character</li> <li>-SPAG and proofreading</li> <li>-editing to refine &amp; improve our writing</li> </ul>	
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Assessment Spring 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Poetry - Experiences of childhood and identity</u></b></p> <p>Analysis of 'Thirteen' by Carol Ann Duffy</p>	<p>Understanding of different childhood experiences and identities different to their own including marginalised identities and those of other cultures.</p> <ul style="list-style-type: none"> <li>-History of Malala</li> <li>-History of Stephen Lawrence</li> </ul>	<p>An awareness of marginalised identities is a key theme running throughout our curriculum at KS3 and KS4.</p> <p>An understanding of poetic methods and the effect they create is essential knowledge to studying poetry</p>	<p>Not grasping the poet's overall purpose</p> <p>Simply spotting techniques but not explaining their effect and / or linking them to the poet's overall purpose.</p>	<ul style="list-style-type: none"> <li>-Using a consistent approach when responding to a poem.</li> <li>-establishing an overarching point of view</li> <li>-selecting evidence and identifying language and structural techniques.</li> </ul>	Utilised throughout the English curriculum

	<p>-Institutional racism within the police/stop and search -Traditional Irish heritage.</p> <p>A deeper understanding of poetic techniques and how they are used to create effect and meaning.</p>	throughout the curriculum.		<p>-Identifying the poet's use of language and structure and commenting on the effect on the reader -Performing poetry -Comparing texts</p> <p>- to see the world from other perspectives</p>	
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Assessment Spring 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Journeys of Discovery- travel writing</u></b></p> <p>How does a writer convey thoughts and feelings about a place (Assessment focus: Roald Dahl's travelogue of Tanzania)</p>	<p>How non-fiction writers adapt their style, vocabulary and structure to suit their purpose and viewpoint:</p> <ul style="list-style-type: none"> <li>-Vocabulary choices</li> <li>-Structure</li> <li>-perspective</li> <li>-Irony</li> <li>-Tone</li> <li>-Punctuation</li> <li>-Rhetorical methods</li> <li>-Figurative language</li> </ul>	<p>An awareness of social injustice/inequality within various cultures &amp; during different time periods and an awareness of audience and purpose is essential to prepare students for texts later within the English curriculum.</p>	<p>Writing about a text without linking comments and ideas to specific text references.</p> <p>Avoidance of feature spotting.</p> <p>That writing is adapted for audience and purpose.</p>	<ul style="list-style-type: none"> <li>-Reading for meaning</li> <li>-Inference</li> <li>-Skimming and scanning</li> <li>-Independent reading</li> <li>-Thinking and retrieval</li> </ul>	<p>Utilised throughout the English curriculum</p>

	<p>Knowledge of injustices and inequality in other cultures/time periods (context) eg</p> <p>Edwardian Britain Victorian Britain Oppression of indigenous groups eg aboriginal community.</p>			<p>-selecting evidence and analysis</p> <p>-commenting on how language/structure affects meaning</p> <p>- to see the world from other perspectives</p>	
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Assessment Summer 1	Essential Component Knowledge	Why is this essential Knowledge	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Shakespeare-The Tempest</u></b></p> <p>Explore the theme of power and control through the character of Caliban.</p>	<p>How playwrights use their texts to explore key themes (themes of power and control; role of women).</p> <ul style="list-style-type: none"> <li>- history of colonisation</li> <li>-supernatural</li> <li>- high frequency Shakespearean vocabulary.</li> <li>-characterisation</li> <li>- soliloquy</li> <li>- asides</li> <li>-Chain of Being and hierarchal structures</li> </ul>	<p>The theme of power and control, the language and structure of a Shakespeare play and the context (colonialism) is essential knowledge throughout KS3 and KS4.</p>	<p>Meaning of Shakespearean vocabulary.</p>	<p>How to use a critical, analytical approach when responding to a play.</p> <ul style="list-style-type: none"> <li>- adopting a literary style of analysis</li> <li>-inference and comprehension</li> <li>- to be able to select, retrieve and analyse key quotes in relation to a question</li> <li>-showing an awareness of context</li> <li>- thinking and retrieval</li> </ul>	<p>Utilised throughout the English curriculum</p>

	- analytical sentence stems			- oracy, speaking and listening	
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Assessment Summer 2	Essential Component Knowledge	Why is this essential knowledge	Misconceptions often addressed	What are the essential skills?	Why is this an essential skill?
<p><b>The Boy in the Striped Pyjamas</b></p> <p>To understand the historical events of the holocaust from a variety of perspectives.</p> <p>(Assessment focus: Speaking and listening - monologue)</p>	<p>Understanding:</p> <ul style="list-style-type: none"> <li>- plot</li> <li>-setting</li> <li>-characterisation</li> <li>-perspective</li> <li>- vocabulary choices/figurative language/word classes</li> <li>-historical events of WW2</li> <li>-anti-semitism and the holocaust</li> </ul>	<p>An awareness of writer’s craft and authorial intent is essential to studying texts across the curriculum. It is essential for personal development to understand and articulate another’s perspective.</p>	<p>The concept of characters as constructs.</p>	<p>Reading for meaning</p> <ul style="list-style-type: none"> <li>-Using inference</li> <li>-Thinking and retrieval</li> <li>-Establishing and articulating an overarching viewpoint</li> <li>- selecting evidence and analysis</li> <li>-using language and grammar for effect</li> <li>-oracy (physical, linguistic, cognitive and social and emotional skills for effective talk)</li> </ul>	<p>Utilised throughout the English curriculum</p>

**Year 8**

Assessment Autumn 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Conflict Poetry</u></b></p> <p>To explore how the theme of conflict is presented throughout the poems studied.</p> <p>(Assessment focus: 'Remains' by Simon Armitage)</p>	<p>To understand the different forms of conflict including personal.</p> <p>Wars in context: WW1; WW2; Remembrance; Bosnia.</p> <p>-Figurative language -Structure and form -Vocabulary for effect -Use of sound -Rhythm/rhyme schemes</p>	<p>Contextual knowledge of different wars is key knowledge to studying poetry at GCSE.</p> <p>Building on awareness of poetic methods and their effects from Year 7 is also essential for studying poetry throughout the curriculum.</p>	<p>Simple spotting of techniques is not enough.</p> <p>Identification MUST be linked to describing writer's purpose and effect on the reader</p>	<p>Establishing and articulating an overarching viewpoint</p> <p>-identifying language and structural techniques</p> <p>-articulating how language and structure convey meaning</p> <p>-Comparing texts and contexts</p> <p>-Thinking and retrieval</p> <p>-Oracy</p> <p>- to see the world from other perspectives</p>	<p>Utilised throughout the English curriculum</p>

Assessment Autumn 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>The Art of Rhetoric</u></b> Write (and deliver) a persuasive speech on a topic you are passionate about</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-the history of rhetoric</li> <li>- the meaning of ethos, pathos and logos.</li> <li>-the range of rhetorical devices used to create effect</li> <li>-Inequality/prejudice/marginalisation throughout history (gender, race)</li> <li>-structure</li> <li>-paragraphs and connectives</li> </ul>	<p>Understanding ethos, logos and pathos and how writers use methods to create them is essential knowledge for transactional writing, especially at KS4 (English Language Component 2)</p>	<p>Poor control of technical accuracy.</p> <p>That rhetorical devices are rhetoric eg logos is facts and statistics.</p> <p>Students need to understand that devices are used to create rhetoric.</p>	<p>Reading skills: reading for meaning, inference, skimming and scanning.</p> <ul style="list-style-type: none"> <li>-structuring a speech</li> <li>-using rhetorical devices for effect</li> <li>-writing for purpose/audience</li> <li>-research skills</li> <li>- proof reading and editing</li> <li>-oracy/presentation skills</li> <li>- to see the world from other perspectives</li> </ul>	<p>Utilised throughout the English curriculum</p>

Assessment Spring 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
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<p><b><u>Surviving Dystopian Society</u></b></p> <p>How does a writer create a dystopian setting?</p> <p>(Assessment focus: an extract from '1984' by George Orwell).</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-the conventions of the dystopian genre.</li> <li>between dystopia and utopia</li> <li>-the different forms of power and control</li> <li>-the difference</li> <li>-the value of freedom and liberty</li> <li>-totalitarian v democratic regimes</li> <li>-plot</li> <li>-character</li> <li>-setting</li> <li>-the use of vocabulary choices/figurative language/word classes</li> <li>-analytical vocabulary</li> </ul>	<p>To expose learners to a wide range of challenging texts in a genre that they may not be familiar with.</p> <p>How writers create character and setting is essential knowledge throughout the curriculum.</p> <p>This encourages learners to think critically about current issues affecting society and how these could relate to their lives – essential awareness used at KS4.</p>	<p>That texts have no relevance to their own lives.</p> <p>The difference between freedom and liberty.</p>	<p>Reading skills: reading for meaning, inference, comprehension, skimming and scanning.</p> <ul style="list-style-type: none"> <li>-thinking and retrieval</li> <li>-establishing an overarching viewpoint</li> <li>-supporting viewpoint with well selected evidence</li> <li>-building an argument</li> <li>- to see the world from other perspectives</li> </ul>	<p>Utilised throughout the English curriculum</p>
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Assessment Spring 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Animal Farm</u></b></p> <p>How is the theme of power and control explored through the character of Napoleon?</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-Russian Revolution and the rise of Stalin</li> <li>-concept of communism v capitalism</li> <li>-democracy v dictatorship</li> <li>-allegorical/satirical writing</li> <li>-plot</li> <li>-character</li> <li>-setting</li> <li>-analytical vocabulary</li> <li>-the idea of construct</li> </ul>	<p>Pupils need to be able to recognise that context is essential to understanding authorial intent throughout all elements of Literature.</p> <p>An understanding of allegory is essential to studying at KS4 ('A Christmas Carol')</p>	<p>That texts from different time periods have little relevance to pupils' own lives.</p> <p>The significance of the story is beyond the superficial.</p> <p>The concept of the construct.</p>	<ul style="list-style-type: none"> <li>-establishing and articulating an overarching viewpoint</li> <li>-adopting a literary style of analysis</li> <li>-supporting viewpoint with well selected evidence</li> <li>-showing an awareness of the context</li> <li>-building an argument and convey it clearly</li> <li>-analysis of language, form and structure used to create meanings using relevant subject terminology</li> <li>-reading skills: inference, comprehension</li> <li>-oracy/presentation skills</li> </ul>	<p>Utilised throughout the English curriculum</p>

Assessment Summer 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<b>Surviving the Wild:</b>  Writing a dramatic narrative recount	To understand:  - setting -characterisation -narrative structure -vocabulary choice/figurative language/spelling/ word classes -sentence structures -sentence starters (ISPACED) -structure of paragraphs (TiPToP)/connectives -punctuation variety inference/comprehension	Narrative writing and the writer's craft is essential knowledge for studying English Language Paper 1 at GCSE.	Sentence structures.  Pathetic fallacy – it is more than weather.  Narrative control.	-using a narrative structure to create interest and suspense.  -writing for purpose/audience  -Selecting vocabulary and punctuation for maximum effect.  -Proof reading/editing  -SPAG skills - Inference/comprehension  -oracy/presentation skills	Utilised throughout the English curriculum

Assessment Summer 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<b>The Strange Case of Dr. Jekyll and Mr. Hyde</b>  To explore the duality of human nature.  (Assessment focus: Mr. Hyde)	To understand:  -context (Victorian society) - concept of duality of human nature -Darwinism and the theory of evolution -theory of physiognomy	An understanding of the Victorian context is key knowledge for studying A Christmas Carol at GCSE.  Developing and understanding of duality of human nature	That characters are 'real' and not literary constructs.  Allegorical writing – to look beyond the story for meaning.	-establishing and articulating an overarching viewpoint  -adopting a literary style of analysis	Utilised throughout the English curriculum

	<ul style="list-style-type: none"><li>- setting</li><li>-characterisation</li><li>-plot</li><li>-structure</li><li>-authorial viewpoints</li></ul>	is key to studying texts at KS3 (Lord of the Flies) and GCSE (Macbeth)		<ul style="list-style-type: none"><li>-supporting viewpoint with well selected evidence</li><li>-showing an awareness of the context</li><li>-building an argument and convey it clearly</li><li>- analysing language, form and structure used to create meanings using relevant subject terminology</li></ul>	
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**Year 9**

Assessment Autumn 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>The Merchant of Venice</u></b></p> <p>How does Shakespeare present ideas about power and prejudice in 'The Merchant of Venice'?</p> <p>(Assessment focus: Shylock)</p>	<p>Context - anti-semitic attitudes and those towards women</p> <p>Plot, characterisation and setting</p> <p>To understand high frequency Shakespearean vocabulary.</p> <p>An understanding of Shakespeare's methods</p>	<p>Being able to relate texts to their social, cultural and historical contexts is essential throughout the curriculum.</p> <p>Understanding Shakespeare's language and methods is essential to studying Shakespeare at KS4.</p>	<p>That Shakespeare's writing is inaccessible and irrelevant.</p> <p>That characters are 'real' and not literary constructs.</p>	<p>Taking a critical, analytical approach when responding to a play.</p> <p>To build the resilience required to understand and appreciate a Shakespeare play.</p> <p>- adopting a literary style of analysis.</p> <p>-showing an awareness of the context in which the text was written.</p> <p>-identifying the playwright's viewpoint/themes and use of language and structure to create effect</p>	<p>Utilised throughout the English curriculum</p>

Assessment Autumn 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Of Mice and Men</u></b></p> <p>How were certain groups marginalised in 1930s America?</p> <p>(Assessment focus: presentation of a marginalised character)</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-Life in 1930s America</li> <li>-The Wall Street Crash</li> <li>-The Great Depression</li> <li>-The Dust Bowl</li> <li>-Mass migration east.</li> <li>-Racial segregation and Jim Crow Laws</li> <li>-Marginalised identities (women, African Americans)</li> <li>-Feminist critical theory – the Male Gaze</li> <li>-plot, character and setting</li> <li>-characters as constructs</li> </ul>	<p>To continue to develop an awareness and understanding of marginalised voices in society which is key to studying texts across the curriculum.</p> <p>So that pupils can trace how a theme is presented and developed in a text and begin to appreciate that characters are a vehicle for doing this.</p>	<p>That texts are ‘just’ stories and don’t say anything to us about the human condition.</p> <p>The concept of characters as constructs.</p> <p>The origination of pejorative language used to describe African Americans. The reasons why such language is unacceptable.</p>	<ul style="list-style-type: none"> <li>-Reading for meaning</li> <li>-Using inference</li> <li>-Thinking and retrieval</li> <li>-Establishing and articulating an overarching viewpoint</li> <li>- selecting evidence and analysis</li> <li>-using language and grammar for effect</li> <li>-oracy (physical, linguistic, cognitive and social and emotional skills for effective talk)</li> </ul>	<p>Utilised throughout the English curriculum</p> <p>Oracy skills essential to personal development.</p>

Assessment Spring 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Voices from the Margins: non-fiction</u></b></p> <p>How does the writer use language to convey viewpoint?</p> <p>(Assessment focus: Marriage)</p>	<p>To understand how writers use methods to convey perspective on the marginalisation of certain ‘voices’ throughout history and in today’s society</p> <ul style="list-style-type: none"> <li>-gender stereotyping</li> <li>- history of same sex and inter racial marriage</li> <li>- black history</li> <li>- British democracy and the disenfranchisement of children</li> </ul> <p>-the range of methods used</p> <p>-The different purpose and audience of texts</p>	<p>Understanding the methods writers use to convey ideas adapted to purpose and audience is essential knowledge for English Language Paper 2.</p> <p>An awareness of marginalised voices and the impact is essential preparatory knowledge for studying texts at KS4 (eg A Christmas Carol and An Inspector Calls)</p>	<p>Lack of control of technical accuracy in writer work.</p> <p>Generalised superficial spotting of techniques that show no depth of understanding.</p>	<ul style="list-style-type: none"> <li>-Making inferences and referring to evidence in the text</li> <li>-analysis of evidence and knowing how language and structure affect meaning.</li> <li>-Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>-comparing texts and perspectives (ideas and methods)</li> <li>-debate/formal structured discussion</li> </ul>	<p>Utilised throughout the English curriculum</p>

				To see the world from other people's perspectives.	
<b>Assessment Spring 2</b>	<b>Essential Component Knowledge</b>	<b>Why is this essential knowledge?</b>	<b>Misconceptions Often Addressed</b>	<b>What are the essential skills?</b>	<b>Why is this an essential skill?</b>
<p><b><u>Lord of the Flies</u></b></p> <p>Explore how the theme of human identity is presented in Lord of the Flies.</p> <p>(Assessment focus: speaking and listening)</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-genre</li> <li>-plot</li> <li>-character</li> <li>-setting</li> <li>- WW2 context and Golding's viewpoint</li> <li>-allegorical/satirical writing</li> <li>- humanity and socialisation</li> <li>-structure and conventions of different forms of transactional writing (review, speech, report, letter)</li> <li>-The different purpose and audience of texts</li> <li>- Grammar for meaning</li> </ul>	<p>An understanding of allegorical writing is essential for when studying A Christmas Carol at GCSE.</p> <p>Essential knowledge for their character development.</p> <p>Transactional writing is essential knowledge for GCSE English Language Paper 2.</p>	<p>Lack of awareness of writer's purpose and the ability to comment critically on the text.</p> <p>Lack of ability to engage with the wider text and refer to its context.</p>	<p>To see the world from other people's perspectives.</p> <p>Analysing the language, form and structure used by Golding to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>-writing for purpose/audience</p> <p>-research skills</p> <p>- proof reading and editing</p> <p>-oracy/presentation skills</p>	<p>Utilised throughout the English curriculum</p>

Assessment Summer 1	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>Romanticism: Nature and the Human Experience</u></b></p> <p>Explore how the human spirit and the beauty of nature is presented.</p> <p>(Assessment focus: 'The Little Black Boy, by William Blake)</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-romanticism</li> <li>- Enlightenment</li> <li>-human spirit v nature</li> <li>- colonialism</li> <li>-libertarianism</li> <li>-idealisation of women</li> <li>-Figurative language</li> <li>-Structure and form</li> <li>-Vocabulary for effect</li> <li>-Use of sound</li> <li>-Rhythm/rhyme schemes</li> <li>-imagery</li> <li>-symbolism</li> <li>-pathetic fallacy</li> <li>-juxtaposition</li> </ul>	<p>Romanticism as a movement is studied at KS4 through poetry.</p> <p>An understanding of poetic methods and effects is essential knowledge for GCSE English Literature – anthology poetry and unseen poetry.</p>	<p>That Romanticism is about romance and love.</p> <p>That humans are not part of nature.</p> <p>That libertarianism isn't ultimate freedom, rather it is freedom from constraint/oppression.</p>	<p>establishing and articulating an overarching viewpoint of the poet</p> <p>-Identifying and explaining the effect of language, structure and form to create meaning.</p> <p>-Comparing texts and contexts</p> <p>-Thinking and retrieval</p> <p>-comparing texts and perspectives (ideas and methods)</p> <p>Oracy - debate/formal structured discussion</p>	<p>Utilised throughout the English curriculum</p>



				To see the world from other people's perspectives.	
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Assessment Summer 2	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b>Blood Brothers</b></p> <p>How is social class and inequality explored within the play?</p> <p>(Assessment focus: Mrs. Johnstone)</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>- the context of 1960s Liverpool.</li> <li>-Thatcherite Britain in the 1980s</li> <li>-genre: conventions of a play.</li> <li>-Themes (class, gender roles, societal inequality)</li> <li>-plot</li> <li>-characterisation – dialect, RP, informal language.</li> <li>-staging</li> <li>- a range of sentence stems to express ideas in an appropriate literary style e.g. convey, suggest, construct, presents.</li> <li>-the concept of characters as constructs</li> </ul>	<p>The conventions of a modern play (including stage directions) is essential knowledge for studying ‘An Inspector Calls’ at GCSE.</p> <p>Developing a deeper awareness of characters as constructs to deliver a social message is essential for studying ‘AN Inspector Calls’ and ‘A Christmas Carol’.</p> <p>Deepen an understanding of class prejudice and divide as well as societal treatment of the marginalised is essential to studying An Inspector Calls.</p>	<p>That gender roles are fixed.</p> <p>Nature v nurture and what that means.</p> <p>The difference between fate and superstition.</p>	<ul style="list-style-type: none"> <li>-using a critical, analytical approach when responding to a play.</li> <li>-adopting a literary style of analysis.</li> <li>-identifying the playwright’s viewpoint and use of language and techniques to affect their audience</li> <li>-showing an awareness of the context in which the text is written</li> <li>To see the world from other people’s perspectives.</li> <li>-oracy</li> </ul>	<p>Utilised throughout the English curriculum</p>

**Assessment at KS4**

Year 10	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b><u>A Christmas Carol</u></b></p> <p>Character: Scrooge</p>	<p>Context: Industrial Revolution Christmas in Victorian times Poor Law Malthusian economic theory</p> <p>Dickens' background and intent</p> <p>Plot and quotations. Literary devices</p>	<p>GCSE content</p>	<p>Characters as a construct.</p> <p>Allegorical writing</p>	<p>-establishing and articulating an overarching viewpoint</p> <p>-adopting a literary style of analysis</p> <p>-supporting viewpoint with well selected evidence</p> <p>-showing an awareness of the context</p> <p>-building an argument and convey it clearly</p> <p>- analysing language, form and structure used to create meanings using relevant subject terminology</p>	<p>Required for GCSE examination</p>

				-reading skills: inference, comprehension.	
Theme: The importance of family	As above	GCSE content	As above	As above	As above
<b><u>Macbeth</u></b>  Extract question: Macbeth and Banquo	Context: The Great Chain of Being Attitudes towards witches James I and the King's men. Role of women  Plot and quotations. Literary devices	GCSE content	Shakespeare's language and methods.	-establishing and articulating an overarching viewpoint  -adopting a literary style of analysis  -supporting viewpoint with well selected evidence  -showing an awareness of the context  -building an argument and convey it clearly  - analysing language, form and structure used to create meanings using relevant subject terminology	As above

				-reading skills: inference, comprehension.	
<b>Poetry</b>  Analysis of 'Manhunt'	Context: Laura's story Bosnian War Effects of PTSD Quotations and structure Literary devices	GCSE content	Understanding that poems don't have to be learnt in their entirety.	-establishing and articulating an overarching viewpoint  -adopting a literary style of analysis  -supporting viewpoint with well selected evidence  -showing an awareness of the context  -building an argument and convey it clearly  - analysing language, form and structure used to create meanings using relevant subject terminology  -reading skills: inference, comprehension.	As above

<b>Mock</b> Poetry Macbeth A Christmas Carol	Context for all texts. Plot for Macbeth and A Christmas Carol Key quotes Literary devices	As above		As above	As above
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Year 11	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Numerous past exam papers for English Literature and English Language	All GCSE components	GCSE content	As above depending on which component is being assessed.	<p>As above</p> <p>Time management</p> <p>Reading skills: reading for meaning, inference, skimming and scanning.</p> <p>-writing for purpose/ audience</p> <p>-using a narrative structure</p> <p>-writing in different formats.</p> <p>Grammatical skills.</p> <p>- proof reading and editing</p>	Required for the GCSE examination

## **Formative Assessment in English**

Questioning, whiteboards, retrieval practice, class discussion, teacher circulation.

### **What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?**

Model responses are used as examples of effective and ineffective responses and to expose students to the correct thought processes.

One page feedback addressing common misconceptions completed by all students.

Reteaching, when necessary, to address common errors/misconceptions. It also helps the teacher reflect and improve upon teaching the topic next time.

Green pen corrections made by pupils addressing specific teacher feedback (including SPAG corrections)

### **Feedback and Acting on Feedback (should be on the most valuable thing)**

Pupils reflect on whole class and specific feedback given by the teacher.

Responses made in green pen by students which will be one of the following: redo or redraft; respond to specific questions; relearn.