

Assessment in English

Year 7

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Myself and Heroes (Write about a time you got in trouble)	Types of sentences: simple, compound, complex Clauses: main and subordinate Conjunctions Participles: present and past ISPACED sentence starts Prepositional phrases Punctuation of direct speech	Writing AF6	Lack of secure control of sentences Lack of variety in sentence starts Inconsistent control of tenses	Writing accurately, clearly and imaginatively to engage a reader	All Writing Afs Critical for success at GCSE

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Escape from Kraznir (Write the final chapter of the quest story)	How to create and build tension within a story	Writing Afs 2,5,6 &7	Technical errors	Writing accurately, clearly and imaginatively to engage a reader	All Writing Afs Critical for success at GCSE

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
A pot of Poetry (Pupils respond to an unseen poem 'Nettles')	Verse / stanza Rhyme Rhythm Syllables Lexical set Semantic field Caesura Enjambment	Reading AFs 4,5 &6	Not grasping the poet's overall purpose Simply spotting techniques but not explaining their effect and / or linking them to the poet's overall purpose	Reading AF6 Writing AF2 (being able to comment critically on a text using the appropriate register). To see the world from other people's perspectives.	To enable pupils to see and appreciate a deeper meaning to a poem and to be able to express their thoughts about it in a considered and reflective way Critical for success at GCSE Literature

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Travel writing (Read a non-fiction extract: Roald Dahl)	That non-fiction texts have a purpose and present a writer's view and that these affect the style, content and tone.	All Reading AFs	Writing about a text without linking comments and ideas to specific text references	Identifying the writer's purpose and tone. To see the world from other people's perspectives.	All Reading Afs but especially AF6 Critical for success at GCSE

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Year 8

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Conflict Poetry (Write about the effect of the poem Kamikaze)	Rhyme Rhythm Verse/ stanza Enjambment caesura Semantic field Alliteration Onomatopoeia Metaphor Simile Anaphora The four types of conflict	To identify techniques commonly used in poetry and to describe the effect they create	Simple spotting of techniques is not enough. Identification MUST be linked to describing writer's purpose and effect on the reader	Firstly, being able to notice and identify the techniques and secondly, to then comment on the writer's purposes. To see the world from other people's perspectives.	Reading AF4 / AF5 / AF6 Critical for success at GCSE Literature

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
At Risk (Write a story about an encounter with a dangerous animal)	Key vocabulary Sentence types and how to vary sentence starts (ISPACED)	To help learners expand their active and passive vocabulary.	Poor control of technical accuracy	Being able to plan, draft and write accurately and imaginatively	Links to all writing AFs (AF1-AF8) Critical for success at GCSE

		<p>To encourage strategies for dealing with unfamiliar words. To develop control and range in their own writing.</p>			
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Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p>Surviving Dystopian Society (Prepare a speech giving their opinion on technical innovations such as facial recognition technology)</p>	<p>What the key elements of a dystopian society are and how such a society impacts the lives of its citizens.</p>	<p>To expose learners to a wide range of challenging texts in a genre that they may not be familiar with. To encourage learners to think critically about current issues affecting society and how these could impinge on them as individuals</p>	<p>That texts have no relevance to their own lives.</p>	<p>Being able to envisage a dystopian society, develop empathy for characters in that situation and to recognise and evaluate the wider implications of the socio-political and philosophical considerations.</p> <p>To see the world from other people's perspectives.</p>	<p>All Reading AFs but especially AF7 In which pupils need to show an assured understanding of the relationship between texts and the contexts in which they were written.</p> <p>Writing: AF2 / AF3</p>

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<p>Animal Farm (How does Orwell present the theme of power and control in Animal Farm?)</p>	<p>Use of a novel as an allegory That texts can be used as a vehicle to comment and challenge issues in society (The abuse of power / Hierarchy)</p>	<p>Pupils need to be able to recognise that context is important to fully appreciate a text and that writers use their work to raise awareness of themes.</p>	<p>That texts from different time periods have little relevance to pupils' own lives.</p>	<p>All reading AFs but especially AF7 To see the world from other people's perspectives.</p>	<p>Working with texts from different cultures is one way of exploring the significance of context on what is written; another is comparing books from different times, in different genres or media.</p>

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<p>Wuthering Heights</p> <p>(How does Bronte shock the reader in this extract?)</p>	<p>Key features of the gothic genre</p> <p>Victorian context</p>	<p>To prepare pupils for the challenge of accessing increasingly more complex texts.</p>	<p>That 'old' texts have no relevance to pupils' lives or are too difficult.</p>	<p>All reading AFs But especially AF5, AF6 and AF7</p> <p>To see the world from other people's perspectives.</p> <p>Writing AF2 /AF3</p>	<p>For success at GCSE and to promote independence in reading.</p> <p>To enable pupils to write using an appropriate register and style when responding to literary texts.</p>

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p>Gothic Fiction</p> <p>(Coraline by Neil Gaiman)</p> <p>'Coraline succeeds because she is brave, quick and tricky' To what extent do you agree with this statement?</p>	<p>Consolidation of features of the gothic genre</p> <p>How writers employ symbolism and other devices.</p> <p>What is a theme in a text?</p> <p>How are characters a 'construct' of the author?</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>Pupils make simple comments without linking them to specific quotes from the text.</p>	<p>All reading AFs</p> <p>But especially Af5, AF6 and AF7</p> <p>To make references across a whole text in support of their ideas.</p> <p>To see the world from other people's perspectives.</p> <p>Writing AF2 /AF3</p>	<p>For success at GCSE and to promote independence in reading.</p> <p>To enable pupils to write using an appropriate register and style when responding to literary texts.</p>

Year 9

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p>The Merchant of Venice (How is the character of Shylock Presented?)</p>	<p>Antisemitism Prejudice Discrimination Different types of love</p>	<p>Reading AF7 (Relate texts to their social, cultural and historical contexts and literary traditions) Reading AF6: Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p>	<p>That Shakespeare's writing is inaccessible and irrelevant. That characters are 'real' and not a literary construct</p>	<p>Awareness of themes within texts and that they are a vehicle for raising issues.</p> <p>To build the resilience required to understand and appreciate a Shakespeare text.</p> <p>To see the world from other people's perspectives.</p>	<p>At GCSE for English literature, pupils will need to identify and show a perceptive understanding of the different threads that exist in the texts they study (AF5/AF6 /AF7) They will need to be able to write about texts using an appropriate register (AF2)</p>

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p>Of Mice and Men</p> <p>(How is the theme of loneliness presented?)</p>	<p>Context: 1930s USA Social tensions and discrimination. Economic problems The American Dream The destructive effect of racism and loneliness.</p> <p>What is a theme in a text? How are characters a 'construct' of the author?</p>	<p>To appreciate the attitudes and behaviours seen in the novel</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>AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p> <p>AF7 Relate texts to their social, cultural and historical contexts and literary traditions</p> <p>AF5 / AF4 To be able to analyse and appreciate the writer's use of language.</p> <p>To see the world from other people's perspectives.</p>	<p>Reading At GCSE for English literature, pupils will need to identify and show a perceptive understanding of the different threads that exist in the texts they study (AF5/AF6 /AF7)</p> <p>Writing They will need to be able to write about texts using an appropriate register (AF2)</p>

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p>Teenagers in the Media (How does the writer persuade the audience to increase the driving age to 21?)</p>	<p>Awareness of parts of speech and broad effective vocabulary Structure and layout of texts Pun Metaphor Similes Personification Types of sentence and sentence structure Sensory language Accurate punctuation (dialogue) Speech verbs</p> <p>Cultural references Idioms Hyperbole Tone anecdote Rhetorical devices Analytical language (<i>implies, conveys, suggests, highlights, infers, alludes to ...</i>) Vocab Analyse</p>	<p>To identify techniques used by the writer and to explain their effect. To develop an understanding of writers' methods To enable pupils to identify different layers of meaning of language in texts To build critical awareness of language and express their ideas on it coherently</p>	<p>Inappropriate register used. Lack of sufficient language analysis (A02 GCSE).</p> <p>Lack of control of technical accuracy in writer work. Generalised superficial spotting of techniques that show no depth of understanding</p> <p>Producing clear and coherent text: to describe, narrate, selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect purpose</p>	<p>Writing: All AFs Reading: AF5/ AF6</p> <p>To see the world from other people's perspectives.</p>	<p>Being able to recognise a writer's point of view, understand how they present it and comment on it critically are essential for Component 2 English Language.</p>

	Morphemes (sub /) anecdote Rhetorical devices Analytical language (implies, conveys, suggests, highlights, infers, alludes to ...)				
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Dr Jekyll and Mr Hyde (How is the character of Mr Hyde presented in the extract and the novel as a whole?)	Victorian England: social challenges and changes The class system Façade of respectability Secrecy Duality Pathetic fallacy Techniques to create mood and atmosphere Symbolism	Contextual awareness of Charles Dickens' A Christmas carol is explicitly assessed at GCSE. In An Inspector Calls, the themes of reputation, secrecy and duality are fundamental to a deep appreciation of the text.	Lack of awareness of writer's purpose and the ability to comment critically on the text. Lack of ability to engage with the wider text and refer to its context.	RAF4-7 To see the world from other people's perspectives.	To establish the building blocks for success at GCSE English Literature

Formative Assessment in English

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

By making use of the visualiser, model responses are used as examples of effective and ineffective responses and to expose students to the thought processes of a writer.

Shared writing of a response with the teacher is used to help pupils understand that a text is a construct and the analysis of a text at word-choice level is crucial.

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

Pupils reflect on their own work and identify its relative strengths and how it might be improved. Layering challenges provide explicit focus on immediate steps for pupils.

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p align="center">Rhetoric (Write a persuasive speech on an issue of their choice)</p>	Rhetoric Logos Pathos Ethos Anaphora Tricolon Rhetorical question	For pupils to recognise and describe what other writers do and for them to use these techniques in their own writing	Lack of flow (cohesion and coherence) within and across paragraphs	Being able to explain the effect of language choices made by writers Having the ability to plan, draft and write using a range of persuasive techniques to achieve their purpose. To see the world from other people's perspectives.	RAF4 / RAF5 WAFs 2-7

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Creative Writing (short story) Pupils write a response to a typical GCSE Component 1 question	Types of sentences: simple, compound, complex Clauses: main and subordinate Conjunctions ISPACED sentence starts	AF6	Lack of secure control of sentences Lack of variety in sentence starts Inconsistent control of tenses	Generating ideas, planning, drafting and writing a pre-planned response targeted to a GCSE question	All Writing AFs

Reading and Writing Assessment Focuses

Reading

- AF1 Use a range of strategies including accurate decoding of text, to read for meaning
- AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- AF3 Deduce, infer or interpret information, events or ideas from texts
- AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
- AF7 Relate texts to their social, cultural and historical contexts and literary traditions

Writing

- AF1 Write imaginative, interesting and thoughtful texts
- AF2 Produce texts which are appropriate to task, reader and purpose
- AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- AF4 Construct paragraphs and use cohesion within and between paragraphs
- AF5 Vary sentences for clarity, purpose and effect
- AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- AF7 Select appropriate and effective vocabulary
- AF8 Use correct spelling