

ENGLISH		Year 7		
What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that will be assessed?	What format will the assessment be?	At what point will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
<p>Pupils' knowledge of how Odysseus is presented in the epic poem The Odyssey</p> <p>Pupils' knowledge of the conventions of Greek myths, including:</p> <ul style="list-style-type: none"> • Different types / purposes of myths • Key symbols such as the sirens 	<p>Written assessment - shorter form questions to assess key knowledge of Odysseus. Extended response analysing his presentation in an extract and the wider poem.</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Autumn Term</p> <p>W/C 16th October 2023</p>	<p>Whole class feedback.</p> <p>Individual feedback based on pupils' misconceptions.</p>	<p>Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering.'</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>
<p>Pupil's knowledge of narrative writing:</p> <ul style="list-style-type: none"> • Structure a narrative based on Freytag's pyramid • Select and craft language for effect <p>Pupils' knowledge of A Christmas Carol</p> <ul style="list-style-type: none"> • The context of Victorian London • Dickens' use of symbolism • Dickens' authorial intent 	<p>Written assessment - pupils will be given an extract from A Christmas Carol as an opening / exposition to their writing.</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Spring Term</p> <p>W/C 22nd January 2024</p>	<p>Individual teacher marked feedback.</p> <p>Individual feedback based on pupils' areas of misconceptions.</p>	<p>Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering.'</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>
<p>Pupils' knowledge of how poet's convey ideas about identity through language, structure and form.</p> <p>Pupils' knowledge of poetic conventions, from their study of 'poetry from other cultures,' including:</p> <ul style="list-style-type: none"> • Technical terminology used to analyse the poetic form • Poets' use of symbolism and the impact of these in exploring ideas about identity 	<p>Written assessment - pupils will be given a copy of a poem that they have studied in lesson and will have to write an essay analysing how a theme is presented in the poem</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Summer Term</p> <p>W/C 20th May 2024</p>	<p>Whole class feedback.</p> <p>Individual feedback based on pupils' areas of misconceptions.</p>	<p>Centrally reported home through data drop.</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>

ENGLISH		Year 8		
What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that I will assess?	What format will the assessment be? (Quiz / Paragraph / Essay)	At what point will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
<p>Golding's presentation of the island at the start of The Lord of the Flies, including use of symbolism, religious allusions and use of figurative imagery</p> <p>Pupils' knowledge of the conventions of War Poetry and how poems are used as political tools to convey ideas about society</p>	<p>Written assessment – pupils' will be given an extract from Lord of the Flies, and they will produce an essay exploring how the island is presented</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Autumn Term W/C 16th October 2023</p>	<p>Whole-class feedback</p> <p>Individual feedback based on pupils' areas of misconceptions</p>	<p>Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering'</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>
<p>Pupils knowledge of the theme of prejudice in Pygmalion, including:</p> <ul style="list-style-type: none"> Shaw's use of methods such as metaphors, allusions, verbs and adjectives Shaw's authorial intent in conveying a message about society and human limitations and the impact of life Edwardian England. <p>The conventions of a dystopian novel</p>	<p>Written assessment – pupils will be given an extract from Pygmalion and will write an essay exploring how prejudice is explored in the extract and how it is explored in the wider play</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Spring Term W/C 22nd January 2024</p>	<p>Whole-class feedback</p> <p>Individual feedback based on pupils' areas of misconceptions</p>	<p>Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering'</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>
<p>Writing to present a viewpoint, including:</p> <ul style="list-style-type: none"> Their ability to use linguistic devices to appeal to logos, ethos and pathos; to manipulate the syntax of sentences for effect <p>Pupils' knowledge of key symbols and language in Much Ado About Nothing, the patriarchal society and the conventions of comedy.</p>	<p>Written assessment – pupils will be given a statement and will produce an extended article presenting their viewpoint on the given statement</p> <p>Multiple choice quiz on Satchel 1</p>	<p>Summer Term W/C 20th May 2024</p>	<p>Teacher marked feedback</p> <p>Individual feedback based on pupils' areas of misconceptions</p>	<p>Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering'</p> <p>Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.</p>

ENGLISH				
Year 9				
What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that I will assess?	What format will the assessment be?	At what point will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
Pupils knowledge of Frankenstein , including how ideas in the novel are influenced by human fears of scientific development and the Romantic movement in the Victorian era, the use of symbolism and allusions, the impact of scientific developments during the Romantic period. Knowledge of the conventions of a gothic novel	Written assessment - pupils will be given an extract from Frankenstein that they have previously been taught, and they will produce an essay exploring how a character/ theme is presented in the extract and how the same character/ theme is presented in the wider novel Multiple choice quiz on Satchel 1	Autumn Term W/C 16 th October 2023	Whole-class feedback Individual feedback based on pupils' areas of misconceptions	Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering' Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.
Pupils' knowledge of writing to describe, using a wide range of original figurative devices/ methods, carefully considering tenor, vehicle and ground, a wide range of sentence forms, structures and lengths, syntax and metaphors. How the relationship between man and nature was altered through the Industrial Revolution, the Period of Enlightenment and the Romantic era	Written assessment - pupils will be given an image to support inspiration for a piece of descriptive writing and will produce an extended description Multiple choice quiz on Satchel 1	Spring Term W/C 22 nd January 2024	Teacher marked feedback Individual feedback based on pupils' areas of misconceptions	Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering' Pupils will share scores with parents. Parents can access pupils' scores by looking on Satchel 1.
Pupils knowledge of Romeo and Juliet ; how Shakespeare presents ideas about fate and destiny; the conventions of the tragedy genre and how Romeo is presented as a tragic hero; Elizabethan concepts of masculinity influence ideas in the play; methods such as dramatic irony to create tension. Final KS3 quiz.	Written assessment - pupils will be given an extract from Romeo and Juliet and will be asked to write an essay exploring how a character/ theme/ relationship is presented in the extract and how that is developed in the rest of the play.	Summer Term W/C 20 th May 2024	Teacher marked feedback	Centrally reported home through data drop. Pupils awarded 'developing', 'securing' or 'mastering' Pupils share scores with parents. Parents can access pupils' scores by looking on Satchel 1.

ENGLISH (GCSE English Language and Literature)		Year 10		
What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that I will assess?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
Pupils' knowledge of Great Expectations , including Dickens' use of symbolism, motifs and allusions; ideas about morality, criminality and the legal justice system; in Victorian society; grief and loss in the novel and the impact of these emotions on the human psyche; the dangers of over-ambition	Written assessment - pupils will be given an extract that they have studied from Great Expectations and will be asked to write an essay exploring how a character/ theme/ relationship is presented in the extract and how it is presented in the wider novel	Autumn Term assessment W/B 13 th November 2023	Teacher marked feedback	Centrally reported home - GCSE grade given
Knowledge of how to read and produce fiction texts , including how writers use language and structure to achieve specific effects; how texts can be interpreted in different ways and how to evaluate effects. How to create increasingly subtle pieces of writing, exploring how nuances in meaning can be affected through vocabulary choices	Full English Language Paper 1 GCSE past paper - 'Explorations in Creative Reading and Writing'	Spring Term assessment W/B 11 th March 2024	Teacher marked feedback	Centrally reported home - GCSE grade given
Knowledge of how to read and produce non-fiction texts , including how writers present their viewpoints on given topics using specific linguistic devices for effect; how to summarise information, identifying salient points in a text; using a range of rhetorical devices to develop cohesive reasoning in writing to create a convincing argument Knowledge of ' An Inspector Calls ,' including how Priestley highlights flaws in Edwardian society through the Birling family and their treatment of Eva Smith; biblical allusions to present a condemnation of Edwardian society; societal changes from 1912 to 1945.	Full English Language Paper 2 GCSE past paper - 'Writers' Viewpoints and Perspectives' Full English Literature Paper 2 - 'Modern Texts and Poetry'	Summer Term assessment W/B 17 th June 2024	Teacher marked feedback	Centrally Reported Home - GCSE grade given

ENGLISH (GCSE English Language and Literature)		Year 11		
What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that I will assess?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
Knowledge of the features of an effective speech presenting a viewpoint on a given topic, including how to use a range of rhetorical devices to appeal to logos, ethos and pathos; select vocabulary precisely; structure an argument precisely to maximise impact on audience	Producing and delivering a written speech	Autumn Term W/B 18 th September 2023	Teacher written feedback/ verbal feedback	Centrally Reported Home - GCSE grade given. Pupils informed of grade of their speech as per JCQ criteria.
<p>PPE 1</p> <p>Knowledge of 'Macbeth' including how Shakespeare establishes Macbeth as a tragic hero and the causes behind his descent into tyranny; Jacobean expectations of gender influence; concepts such as hamartia, hubris, peripeteia and catharsis</p> <p>Knowledge of 'Great Expectations' building on foundational knowledge from Year 10, including how critical theories can be applied to the text to reveal hidden and deeper meanings in literature</p> <p>Knowledge of how to read and produce fiction texts, including how writers use language and structure; how to evaluate effects.</p>	<p>English Literature: Full English Literature Paper 1 - 'Shakespeare and the 19th century novel' 2 essays</p> <p>English Language: Full English Language Paper 1 'Explorations in Creative Reading and Writing</p>	<p>Autumn Term</p> <p>W/B 6th November 2023</p>	Teacher written feedback Opportunity for 1:1 feedback session with class teacher	Centrally Reported Home - GCSE grade given
<p>PPE 2</p> <p>Knowledge of Power and Conflict Poetry including how symbolism and metaphor are used in poetry to convey deeper/ hidden meanings; how structural features, such as caesura and enjambment contribute to meaning;</p> <p>Knowledge of An Inspector Calls, in addition to foundational knowledge established in Year 10, pupils will know:</p> <ul style="list-style-type: none"> How critical theories can be applied to the text to reveal hidden and deeper meanings in literature <p>Knowledge of how to read and produce non-fiction texts, including how writers present their viewpoints on using specific to achieve specific effects, summarising and identifying salient points in a text and a range of rhetorical devices and develop cohesive reasoning in writing to create a convincing argument.</p>	<p>English Literature: Full English Literature Paper 2 - 'The Modern Text and Poetry' 2 essays + 2 shorter form questions</p> <p>English Language: Full English Language Paper 2- 'Writers' Viewpoints and Perspectives'</p>	<p>Spring Term</p> <p>W/B 5th February 2024</p>	Teacher written feedback Opportunity for 1:1 feedback session with class teacher	Centrally Reported Home - GCSE grade given

