**English Assessment Year 6 2016-17**

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| **Subject** | **Term 1**Monsters, Maps & Migration | **Term 2**Light & Dark / Good & Evil | **Term 3**Change | **Term 4**Facts for circulation | **Term 5**Japan | **Term 6**Japan |
| **English**  | RecountsNewspaper reportsMyth ‘Bewofulf’Harvest poems | Writing to entertain: narrative based on film stimulus ‘Dragon Slayer’Writing to inform: instructions (Monster models) | Writing to entertain: ‘Just So’ StoriesWriting to persuade: letters based on *The Day the Crayons Quit* Writing to inform: biographies of Darwin / Wallace / Anning | Writing to inform: information texts & recounts (Viking ships & raids on Lindisfarne)Writing to entertain: Biorn’s Saga (film stimulus) | Writing to discuss: balanced argumentWriting to inform: explanation of circulatory system | Writing to entertain: playscripts & poetryWriting to inform: information / explanation texts & newspaper reports |
| **Assessment focus and type** | Assessment focus:Understanding of key features of recounts, journalistic writing & information texts; independent use of same.Developing understanding of grammatical terms & structures (multi-clause sentences; commas for lists & clarity; colon & semi-colon; dash for parenthesis)Choice of appropriate & imaginative vocabulary in speaking & writingAssessment type:Notes & observations re verbal use of vocabularyPeer critique & self-assessment Independent writing against success criteria | Assessment focus:Understanding of key features of instructions; independent use of same.Detailed description of character & setting. Use of adjectives, expanded noun phrases.Use of adverbials for cohesionUse of imperative verbs.Use of the apostrophe for possession & contraction/omissionAssessment type:GPAS tests by Rising Stars2016 sample SATs GPAS & Reading papersIndependent writing against success criteria, self/peer assessed & TA. | Assessment focus:Understanding of key features of traditional narratives, persuasive & biographical writing; independent use of same.Fluent & expressive reading of stories.Adopting appropriate tone / style in writingApply remedies for spliced sentencesCorrect use of apostrophe for possession & contractionUse of subjunctive & distinction between active & passive.Assessment type: Peer critique & self-assessment + performance of storiesIndependent writing against success criteriaAfL – switching sentences from passive to active; notes & observations re use of vocabulary / grammatical terms & structures | Assessment focus:Understanding of key features of types of writing.Detailed description of character & setting. Use of adjectives, expanded noun phrases.Use of direct & reported speech punctuated correctly.Assessment type:TA through dialogue & group work (e.g. annotation of texts)Independent writing against success criteria – self/peer critiqueGPAS tests by Rising Stars | Assessment focus:Writing: composition of a balanced argumentGPAS: use of dashes, commas & brackets for parenthesis; use of verb forms for effect and meaning (past/present, passive, modal, subjunctive); adverbials for cohesion; expanded noun phrases & relative clauses for detail.Reading: finding & explaining word meaning; finding & using evidence in textsAssessment type: 2016 SATs papers for reading & GPASCGP SATs Buster testsGrammar Hunt (quiz)Big Spell – self assessmentWB – weekly spelling testsWhole class / group guided reading + self-assessment using ‘Super Teacher’ paired workIndependent writing assessed using ITAFUse of ITAF for reading | Assessment focus:Writing- to inform (explanation texts & newspaper report) using key structural & language features- to entertain (poetry & ?short story) using paragraphs, multi-clause sentences, cohesive devices & rich vocabularyGPASSubordinating conjunctions, expanded noun phrases, relative clauses, passive voice; colons & semi-colons to link related clauses; brackets / dashes for technical vocabulary & relative clauses (for parenthesis)ReadingFinding & explaining word meaning; finding & using evidence in texts to support inference & prediction; retrieving information from non-fiction to support work on circulatory system & geography workAssessment Type:WritingSelf & peer critique / assessment using success criteriaTA using Rising Stars framework & ITAFGPASITAF tick sheetBig Spell – self-assessment & summative testingReadingITAF & Rising Stars FrameworkWhole class/group guided reading– Teacher & TA |