**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** | Recounts  Newspaper reports  Myth ‘Bewofulf’  Harvest poems | Writing to entertain: narrative based on film stimulus ‘Dragon Slayer’  Writing to inform: instructions (Monster models) | Writing to entertain: ‘Just So’ Stories  Writing 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 argument  Writing to inform: explanation of circulatory system | Writing to entertain: playscripts & poetry  Writing 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 & writing  Assessment type:  Notes & observations re verbal use of vocabulary  Peer 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 cohesion  Use of imperative verbs.  Use of the apostrophe for possession & contraction/omission  Assessment type:  GPAS tests by Rising Stars  2016 sample SATs GPAS & Reading papers  Independent 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 writing  Apply remedies for spliced sentences  Correct use of apostrophe for possession & contraction  Use of subjunctive & distinction between active & passive.  Assessment type:  Peer critique & self-assessment + performance of stories  Independent writing against success criteria  AfL – 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 critique  GPAS tests by Rising Stars | Assessment focus:  Writing: composition of a balanced argument  GPAS: 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 texts  Assessment type:  2016 SATs papers for reading & GPAS  CGP SATs Buster tests  Grammar Hunt (quiz)  Big Spell – self assessment  WB – weekly spelling tests  Whole class / group guided reading + self-assessment using ‘Super Teacher’ paired work  Independent writing assessed using ITAF  Use 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 vocabulary  GPAS  Subordinating conjunctions, expanded noun phrases, relative clauses, passive voice; colons & semi-colons to link related clauses; brackets / dashes for technical vocabulary & relative clauses (for parenthesis)  Reading  Finding & explaining word meaning; finding & using evidence in texts to support inference & prediction; retrieving information from non-fiction to support work on circulatory system & geography work  Assessment Type:  Writing  Self & peer critique / assessment using success criteria  TA using Rising Stars framework & ITAF  GPAS  ITAF tick sheet  Big Spell – self-assessment & summative testing  Reading  ITAF & Rising Stars Framework  Whole class/group guided reading– Teacher & TA |