**English Assessment Year 6 2017-18**

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| **Subject** | **Term 1**  Inventions | **Term 2**  Light & Dark / Good & Evil | **Term 3**  What goes round | **Term 4**  Origins | **Term 5**  Extremes | **Term 6**  All Change |
| **English** | Recounts – Residential trip  Poetry – harvest poems using figurative language  Epic narrative – retelling *Beowulf* | Instructions – Grendel’s arm  Letters of complaint using *The Day the Crayons Quit*  Short story – *Dragon Slayer*  Persuasive essay – Christmas appeal | Explanations – Viking ships (& circulatory system)  Newspaper reports & recounts – Viking raids on Lindisfarne  Short story (saga) - *Biorn* | ‘Just so’ stories  Biography (Anning, Darwin, Mendel, Wallace) | Balanced argument / Persuasive writing & debate (care of Pompeii)  Poetry - haiku | Playscripts (Tan’s *The Arrival* or *The Tempest*)  Short Story - *Alma* |
| **Assessment focus and type** | Assessment focus:  Understanding of key features of recounts & structure/content of epic; independent use of same.  Developing understanding of grammatical terms & structures (multi-clause sentences; commas for lists & clarity; colon & semi-colon; dash for parenthesis)  Use of direct speech punctuated correctly.  Well-structured writing with paragraphs and cohesion between and within paragraphs using pronouns & adverbials.  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 & using TAF  Use of Rising Stars framework & TAF for reading | Assessment focus:  Understanding of key features of instructions, persuasive writing & narrative structure; independent use of same.  Detailed description of character & setting. Use of adjectives, expanded noun phrases, multi-clause sentences.  Use of adverbials for cohesion.  Use of imperative verbs.  Use of the apostrophe for possession & contraction/omission  Use of direct speech punctuated correctly.  Assessment type:  Independent writing against success criteria, self/peer assessed & using TAF & Rising Stars framework  Whole class/group guided reading – verbal & written work – teacher observation, peer/self-marking  Use of Rising Stars framework & TAF for reading  GPAS tests by Rising Stars  2016 sample SATs GPAS & Reading papers  Weekly spelling tests & daily use of new vocabulary (peer & self-assessments) | Assessment focus:  Understanding of key features of types of writing.  Adopting appropriate tone / style in writing  Apply remedies for spliced sentences  Correct use of apostrophe for possession & contraction  Use of direct & reported speech punctuated correctly.  Use of subjunctive & distinction between active & passive.  Assessment type:  Peer critique & self-assessment  Independent writing against success criteria & using TAF  AfL – switching sentences from passive to active; notes & observations re use of vocabulary / grammatical terms & structures  CGP SATs Buster tests for GPAS, Reading & Maths  Use of Rising Stars framework & TAF for reading | Assessment focus:  Understanding of key features of traditional narratives, persuasive & biographical writing; independent use of same.  Fluent & expressive reading of stories.  Detailed description of character & setting. Use of adjectives, expanded noun phrases.  Use of direct speech punctuated correctly.  Assessment type:  TA through dialogue & group work (e.g. annotation of texts) + performance of stories  Independent writing against success criteria – self/peer critique & using TAF& Rising Stars framework  GPAS tests by Rising Stars  CGP SATs Buster tests for GPAS, Reading & Maths  Use of Rising Stars framework & TAF for reading | 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:  2016-17 SATs papers for reading & GPAS  CGP SATs Buster tests  Grammar Hunt (quiz)  Big Spell – self assessment  Whole class / group guided reading + self-assessment using ‘Super Teacher’ paired work  Independent writing assessed using TAF  Use of Rising Stars framework & TAF 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 & TAF  GPAS  TAF tick sheet  Big Spell – self-assessment & summative testing  Reading  ITAF & Rising Stars Framework  Whole class/group guided reading – TA obs |