**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 tripPoetry – harvest poems using figurative language Epic narrative – retelling *Beowulf* | Instructions – Grendel’s armLetters 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 LindisfarneShort story (saga) - *Biorn* | ‘Just so’ storiesBiography (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 & writingAssessment type:Notes & observations re verbal use of vocabularyPeer critique & self-assessmentIndependent writing against success criteria & using TAFUse 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/omissionUse of direct speech punctuated correctly.Assessment type:Independent writing against success criteria, self/peer assessed & using TAF & Rising Stars frameworkWhole class/group guided reading – verbal & written work – teacher observation, peer/self-markingUse of Rising Stars framework & TAF for readingGPAS tests by Rising Stars2016 sample SATs GPAS & Reading papersWeekly 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 writingApply remedies for spliced sentencesCorrect use of apostrophe for possession & contractionUse 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 TAFAfL – switching sentences from passive to active; notes & observations re use of vocabulary / grammatical terms & structuresCGP SATs Buster tests for GPAS, Reading & MathsUse 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 storiesIndependent writing against success criteria – self/peer critique & using TAF& Rising Stars frameworkGPAS tests by Rising StarsCGP SATs Buster tests for GPAS, Reading & MathsUse of Rising Stars framework & TAF for reading | 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: 2016-17 SATs papers for reading & GPASCGP SATs Buster testsGrammar Hunt (quiz)Big Spell – self assessmentWhole class / group guided reading + self-assessment using ‘Super Teacher’ paired workIndependent writing assessed using TAFUse 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 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 & TAFGPASTAF tick sheetBig Spell – self-assessment & summative testingReadingITAF & Rising Stars FrameworkWhole class/group guided reading – TA obs |