

English Year 7 Assessment Timetable

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Speaking and Listening	Writing	Reading	Speaking and Listening	Literature
PETER analysis paragraph on 'Millions'	'Dragon's Den' persuasive speech –video game pitch	Myths and Legends narrative	Extended analysis on 'A Midsummer Night's Dream'	Group task – deliver a presentation about a different culture	Unseen poetry analysis exam

English Year 8 Assessment Timetable

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literature	Speaking and Listening	Writing	Speaking and Listening	Writing	Reading
Comparison of war poetry	Persuasive pro or anti-war speech	Gothic descriptive writing	Socratic debate on 'Macbeth'	Persuasive writing on dreams and ambitions	Reading skills exam – modelled on GCSE Language Paper 1 Section A

English Year 9 Assessment Timetable

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Writing	Reading	Writing	Speaking and Listening	Literature
Reading skills exam – modelled on GCSE Language Paper 2 Section A	Creative writing inspired by 'Romeo and Juliet'	Extended analysis of '1984'	Persuasive writing: is the internet a force for good or evil?	Group presentation on the themes in 'To Kill a Mockingbird'	Essay question on 'To Kill a Mockingbird'

Reading Skills - Definitions

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Inference & Interpretation	Understanding & Evidence	Structure & Presentation	Use of Language	Writer's Viewpoints	SMSC Contexts
Deduce, infer or interpret information, events or ideas from text(s) using a range of decoding strategies to achieve meaning.	Understand, describe, select or retrieve information, events or ideas from the texts and use quotation and/or textual reference.	Identify and comment on the structure and organisation of texts, including grammatical and presentation-features at text level.	Comment on the writer's use of language, including grammatical and literacy features at word and sentence level.	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	Relate texts to their social, cultural and historical contexts and literary tradition.

Reading Grades	Skill 1 Inference & Interpretation	Skill 2 Understanding & Evidence	Skill 3 Structure & Presentation	Skill 4 Use of Language	Skill 5 Writer's Viewpoints	Skill 6 SMSC Contexts
Perceptive 8/9	-Perceptive & evaluative interpretations -Evaluation of layers of meaning & different interpretations	-Judicious selection of detailed & appropriate examples to develop and extend an argument	-Perceptive evaluation of how form & structure are used to create an overall meaning	-Perceptive & developed analysis of the writer's use of language -Evaluation of interpretations	-Develop analytical or evaluative comment on how viewpoint is established	-Analyse influence of literary, social contexts -Detailed connections made between texts
Assured 6/7	-Develop an interpretation -Make connections between insights -Tease out meanings -Weigh up evidence	-Precision in selection & application of textual -Increasing ability to draw on knowledge of other sources to develop an argument	-Some evaluation of structural choices to support the writers' theme or purpose - Appreciation of the skill with which features are used	-Begin to develop precise, perceptive analysis of how language is used -Appreciation of how language contribute to overall effect	-Begin to develop some analytical or evaluative comment on author's purpose - Appreciation of how techniques achieve the effects	-Begin to show some analysis of how text is influenced by literary contexts and production & reception
Thorough 5	-Securely based in textual evidence -Identifies different layers of meaning - some attempt at detailed exploration	-Relevant points clearly identified, including summary & synthesis -Incorporates relevant quotation	-Some detailed exploration of how structural choices support the writer's theme or purpose & effect	-Some detailed explanation, of how language is used -Appropriate technical terms used	-Viewpoint clearly identified & explanation of it developed -The effect on the reader identified	-Some detailed discussion of how the contexts in texts are written & read affect meaning
Sound 4	-Develop explanation of inferred meanings drawing on evidence across the text -Make inferences based on textual evidence	-Most relevant points clearly identified, from different places in the text -Generally supported by apt textual reference or quotation	-Some general awareness of author's craft -Various features of organisation, including form, are clearly identified	-Various features of writers' use of language identified, with some explanation	-Main purpose clearly identified, often through general overview -Awareness of effect on the reader, with some explanation	-Identify similarities and differences -Some explanation of how the contexts contribute to meaning
Valid 2/3	-Make inferences based on evidence from different points in the text -Often correct, but not always rooted securely in the text	-Some relevant points identified -Supported by some generally relevant textual reference or quotation	-Some structural choices identified with simple comment -Some basic features of structure identified	-Some basic features of writers' use of language identified simple comments on writer's choices	-Main purpose identified -Simple comments show some awareness of writer's viewpoint	-Simple comment on the effect that the reader's or writer's context has on the meaning of the text
Limited 1	-Show meaning established at a literal level, but little sense of meanings beyond this -Straightforward comment based on a single point	-Simple, most obvious points identified though there may be misunderstanding -Comments include textual reference	-A few basic features of organisation at text level identified, with little or no linked comment	-A few basic features of writer's use of language identified, but with little or no comment	-Identify main purpose -Express personal response but with little awareness of writer's viewpoint or effect on reader	-Some simple connections between texts identified -Recognition of some features of the context of texts.

Speaking and Listening Skills - Definitions

Skill 1	Skill 2	Skill 3	Skill 4
Talking to others	Talking with others	Talking in role	Talking about talk
Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content.	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions.	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.	Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others.

Speaking and Listening Grades	Skill 1 Talking to others	Skill 2 Talking with others	Skill 3 Talking in role	Skill 4 Talking about talk
Perceptive 8/9	<ul style="list-style-type: none"> - Creative selections from a wide repertoire of strategies. Meeting varied S&L challenges. - Distinct personal style adapts vocabulary, grammar & non-verbal features. Original & memorable. 	<ul style="list-style-type: none"> - Initiates & leads group roles. - Manages & sustains discussion sensitively. - Perceptive understanding of complex speech with sustained listening & skilful responding. 	Exploits dramatic approaches & techniques creatively to in order to experiment with roles & scenarios. Perceptive response to issues.	Perceptively reflects on the significance of spoken language variation – thoroughly evaluating own & other’s discourse.
Assured 6/7	<ul style="list-style-type: none"> - Precise & effective exploration of a wide range of subject matter. - Manipulates talk to position listener. - Apt choices of vocabulary, grammar & non-verbal features across registers. 	<ul style="list-style-type: none"> - Range of roles & responsibilities with effective collaboration & discussion. - Responds & interrogates, shaping direction & content 	Establishes & applies role assuredly, exploring complex issues & ideas with insightful choices of speech, gesture & movement.	In own and other’s discourse can evaluate meaning & impact of a range of significant features of language variation.
Thorough 5	<ul style="list-style-type: none"> - Extended & succinct exploration of complex ideas & feelings. - Talk effectively organised (control) - Adapts vocabulary, grammar & non-verbal features to meet demands. 	<ul style="list-style-type: none"> - Promotes effective discussion, independently adopting roles. - Makes insightful responses showing awareness of speaker’s aims & extended meanings. 	Flexible choices of speech, gesture & movement to convincingly adapt roles to demonstrate empathy when exploring issues & ideas.	Analyses the meaning & impact of spoken language variation, exploring significant details in own & other’s language.
Sound 4	<ul style="list-style-type: none"> - Explain relevant ideas & feelings with some elaboration & detail. - Talk shaped deliberately for listener. - Vocabulary, grammar & non-verbal features match purpose & audience. 	<ul style="list-style-type: none"> - Offers effective contributions adopting roles & responsibilities. - Clearly understands & develops the significant details of speaker’s ideas. 	Applies deliberate choices of speech, gesture & movement to sustain roles & scenarios; showing insight into issues & texts.	Can explain features of own & other’s language use. Shows understanding of varying language for different contexts.
Valid 2/3	<ul style="list-style-type: none"> - Sustained speaking turns develop ideas & feelings. - Organises talk with some structure. - Adapts language & non-verbal features to suit content & audience. 	<ul style="list-style-type: none"> - Attempts different roles & responsibilities in groups. - Develops the ideas of others with generally relevant comments & suggestions. 	Adapts speech, gesture & movement to create roles & scenarios that show understanding of characters or situations.	Recognises & comments on the different ways that meaning can be expressed in own & other’s talk.
Limited 1	<ul style="list-style-type: none"> - Talks in audible & intelligible ways to hold listener’s attention. - Recounts experiences & ideas. - Specific vocabulary choices & limited non-verbal features. 	<ul style="list-style-type: none"> - Engages with others through taking turns in groups or pairs. - Demonstrates attentive listening by engaging with speaker 	Adapts speech, gesture or movement to engage in simple roles that note experiences or ideas.	Shows awareness of simple differences in ways that speakers vary talk. Explores ways of speaking & new words.

Writing Skills - Definitions

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Creative & Appropriate	Structure & Paragraphs	Sentences	Punctuation	Vocabulary	Spelling
Write thoughtful, imaginative and interesting texts; ensuring that they are appropriate to task reader and purpose.	Organise and present whole texts effectively, using paragraphs to promote cohesion when sequencing and structuring ideas, information and events.	Using standard syntax, vary sentences for clarity, purpose and effect.	Write with technical accuracy; with full command of a range of punctuation.	Select apt, ambitious and effective vocabulary.	Use correct spelling.

Writing Grades	Skill 1 Creative & Appropriate	Skill 2 Structure & Paragraphs	Skill 3 Sentences	Skill 4 Punctuation	Skill 5 Vocabulary	Skill 6 Spelling
Perceptive 8/9	-Varied range of writing challenges met creatively with distinctive personal style, imagination & flair -Audience & purpose firmly met with deliberate effects	-Imaginative, well controlled structuring & management of paragraphing provides cohesion & coherence of content	-Sentence structure is imaginative, precise & accurate -Wide connective use -All sentence types deployed effectively	-Full range of punctuation is used precisely enabling intended effects & emphasis to be conveyed	-Wide ranging vocabulary & subject terminology used imaginatively & with precision	-Complex terminology spellings correct throughout, across a range of writing
Assured 6/7	-Imaginative, well-judged & successful content -Achieves intended effects -Viewpoint or individual voice is well established -Levels of formality & stylistic devices achieved	-Information, ideas & events skilfully shaped to achieve intended effects -Reader positioned by devices e.g. discourse markers	-Variety of sentence types deployed judiciously with rare loss of control -Embedded phrases & clauses aid sentence development	-Full range of punctuation deployed enabling writing to be controlled & clear	-Varied & ambitious range of vocabulary, judiciously chosen, matches purpose & audience well	-Nearly all spellings correct across a range of writing
Thorough 5	-Imaginative & appropriate treatment of varied forms to match audience & purpose; though not always successfully -Mostly sustained individual voice evident	-Material is clearly controlled & sequenced (<i>devices</i>) -Paragraphs of differing lengths support meaning, direction & cohesion	-Regularly controlled & varied use of simple & complex sentences. -Range of sentence features like fronted adverbials e.g. <i>Reluctantly, they ...</i>	-Consistently accurate use of nearly the full range of punctuation with occasional errors in ambitious structures e.g. semi-colons	-Generally ambitious & appropriate varied vocabulary, but choices not always apt	-Mostly correct spelling throughout including ambitious & rare words -Likely errors in complex words e.g. <i>outrageous</i>
Sound 4	-Relevant ideas & content developed with some imaginative detail -Purpose, audience & style clearly established -Clear viewpoint shaped	-Paragraphs structure main ideas & devices support cohesion -Material is mostly clearly structured with occasional lapses	-Variety of sentence lengths & structures -Accurate use of tense and connectives e.g. <i>meanwhile & although</i> -Secure syntax	-Range of punctuation used fairly accurately to clearly demarcate sentences including speech & commas	-Evidence of deliberate & wide vocabulary choices for effect, but not always appropriately used	-Generally correct spelling evident -Likely errors: homophones, double consonants & unstressed syllables
Valid 2/3	-Attempts to develop an appropriate style for audience & purpose -Inconsistent viewpoint adopted & attempts to build upon basic ideas	-Attempts to organise ideas with openings & closings usually signalled -Paragraph links often disjointed	-Reliance on simple sentences with some complex sentences -Common connectives such as: <i>and, but & so</i> are overused	-Straightforward punctuation deployed including; full stops, capital letters, question & exclamation marks	-Generally appropriate vocabulary used conveying relevant meanings, but limited in range	-Often correct spelling of common words. -Likely errors: word endings, plurals & phonetic spelling
Limited 1	-Basic information and ideas conveyed with descriptive language (<i>colour/size/emotion</i>) -Basic awareness of form, purpose & reader -Appropriate word choices	-Events & ideas sometimes in appropriate order -Simple connections between ideas e.g. pronouns relate ideas -Start & end phrasing	-Reliance on simple phrases & clauses to form basic sentences -Chaining clauses together e.g. a series of ideas joined by the repeated use of ' <i>and</i> '	-Some awareness of punctuation with the use of capital letters to start sentences & full stops to end sentences	Mostly simple vocabulary used that can communicate meaning through the repetition of key words	-Usually correct spelling of high-frequency words. -Recognisable words -Phonetically plausible attempts evident