



## English – KS3 and 4

### Y7 English

Term 1: Initial assessments; study of a novel; creative writing based on seasons; grammar lessons once a week

Term 2: Poetry; History of the English Language

Term 3: Introduction to Shakespeare; study of 'A Midsummer Night's Dream'

### Y8 English

Term 1: Study of a novel; Creative Writing

Term 2: Poetry; Media and Non-fiction texts

Term 3: Shakespeare: study of 'The Tempest'; Spoken Language

### Y9 English

Term 1: Study of modern novel; Introduction to English Language GCSE Paper 1

Term 2: Poetry; Introduction to English Language GCSE Paper 2; Spoken Language assessment

Term 3: Shakespeare: study of 'Romeo and Juliet'; Introduction to 19<sup>th</sup> century fiction

### Y10 English

Term 1: Read modern fiction and begin 19<sup>th</sup> century novel; English Language Paper 1 preparation

Term 2: Complete reading of nineteenth century novel; English Language Paper 2 preparation; Poetry: Past and Present AQA Anthology

Term 3: Further Language skills; Shakespeare: 'Macbeth';

### Y11 English

Term 1: Spoken Language assessments; English Language Paper 1 and Paper 2 practice, mock exam of both papers; revise modern fiction, mock exam of this section of Literature Paper 1 exam

Term 2: Revise poetry anthology; revise 19<sup>th</sup> century novel; revise 'Macbeth'; Language practice

Term 3: Unseen poetry skills for English Literature Paper 2; revision of all units



## What you can do as a parent to support your child throughout KS3 and 4

The best way to help your child in English is to read with them every week. Y7 and 8 students will be required to have two books with them at all times in school, one from the Accelerated Reader scheme and one private reading choice.

Y9 students will also be required to have private reading books with them at all times in school. The best way to help your child in English is to support them with their reading of a wide variety of texts including non-literary texts and journalism. Y10 and 11 students will need to read their set texts regularly and make use of revision aids (including the internet) to help them with their understanding of texts. Your support in this is vital!

## Assessment Procedures & Key dates

**How students are assessed in Y7 and Y8 English:** The Accelerated Reader scheme gives ongoing assessment of students' reading ability. Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers. There are formal written assessments at key points throughout the year. Ongoing AR testing throughout the year and one written assessment each half term.

**How students are assessed in Y9 English:** Students move towards GCSE style assessments. Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers. There are formal written assessments at key points throughout the year. One written assessment each half term. There will also be a Spoken Language assessment.

**How students are assessed in Y10 English:** Interim Assessments for English Language and Literature will take place during Y10. Students are given marks for these. Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers. There will be a mock exam in the summer term.

**How students are assessed in Y11 English:** The Spoken Language assessment takes place in Autumn Term 1. Students are assessed every half term using exam material. Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers. Mock exams will be held at the end of Autumn Term 1 and Autumn Term 2 to allow for intervention where necessary..

**How we use the assessment data:** To enable us to provide a holistic level at regular intervals throughout the year. To group students according to ability and identify any underachievement.

## Marking & feedback Policy: Key points



1. The key purpose of feedback and marking is to promote learning.
2. Feedback and marking must provide information on students' progress
3. The criteria for assessment is shared and understood by all including teachers, LSAs and students.
4. Feedback should identify 'next steps' for students to enable progress in relation to the relevant assessment or success criteria
5. Feedback on 'next steps' must lead to some kind of action by the students if it is to lead to learning.
6. Summative assessment, formative assessment and peer and self-assessment will be used as appropriate.
7. The frequency and types of marking will be consistent within teams and in line with departmental policy.

## External examination specification and assessment framework

Spoken Language is given a separate mark and certificate (no weighting)

<b>English Language GCSE:</b>	Paper 1 Explorations in Creative Reading and Writing (50%)
	Paper 2 Writers' Viewpoints and Perspectives (50%)
	Non-exam endorsement – Spoken Language – formal presentation. Students will be awarded a Pass, Merit or Distinction
<b>English Literature GCSE:</b>	Paper 1 Shakespeare and the 19 <sup>th</sup> Century Novel (50%)
	Paper 2 Modern Texts and Poetry (50%)