

# Curriculum Assessment Map: Year 7 English

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Autobiography: The Diary of Anne Frank	An Introduction to Shakespeare (Extracts)	The Boy In The Striped Pyjamas		Poetry – Creatures and Characters	Gothic Horror: Writing
Key Learning & Skills	<p><b>Text type:</b> Features of a diary including: First person. Past tense. Paragraphs. Observations, thoughts and feelings. Chronological order. Detail and description. Emotive language. Time conjunctions. Direct speech. Internal monologue.</p> <p><b>Context:</b> Nazi Germany Anti-semitism Being a teenager</p> <p><b>Vocabulary:</b> Annex, Anti-Semitism, Citizenship, Immigration, Ingenuity, Ironic, Monologue, Musings, Persecute, Preoccupied, Protagonist, Segregation, Superstitious, Traits, Visa</p>	<p><b>Text type:</b> Features of a play including: Dramatic irony, Foreshadowing, Metaphor, Monologue, Personification, Prose, Repetition, Simile, Soliloquy, Symbolism, Theme, Verse</p> <p><b>Context:</b> Elizabethan England Jacobean England Shakespeare’s Theatre</p> <p><b>Vocabulary:</b> Enmity, Elizabethan, Hamartia, Intercession, Jacobean, Suitor, Thane, Thee, Thou, Thy, Tragedy</p>	<p><b>Text type:</b> Features of a novel including: Third person narrator Past tense. Understanding the terms: Protagonist, antagonist, setting, perspective, symbolism, language, theme, context.</p> <p><b>Context:</b> Nazi Germany Hitler Youth Anti-semitism Childhood Family</p> <p><b>Vocabulary:</b> Adolf Hitler, <i>Anti-Semitism</i>, Auschwitz, Concentration Camps, Criticality, Fable, Genocide, Hitler Youth, Historically Accurate, Indoctrinated, Naïve, The Holocaust, The Nazi Party</p>		<p><b>Text type:</b> Features of poetry including: Structure, Form, Speaker Sound devices, Imagery and figurative language, Rhyme, Theme, Tone</p> <p><b>Context:</b> Development of poetry as an art form through time Some context of individual poets</p> <p><b>Vocabulary:</b> TBC</p>	<p><b>Text type:</b> Features of Gothic horror including: Gothic settings First person narrator Tension and suspense Supernatural beings or monsters Mystical curses, spells or prophecies Pathetic fallacy</p> <p><b>Context:</b> The Gothic Horror genre The development of the genre from Frankenstein 1811 to Darkside 2007</p> <p><b>Vocabulary:</b> Eerie, Horizon, Monstrous, Myriad, Nightmarish, Silhouette, Sombre, Trepidation Unnerving, Vastness,</p>
End points	<p>Writing is well planned, in line with the task Overall structure is planned explicitly –clear pre-sequencing of ideas Writing is detailed and ideas are developed Writing is clearly structured/well-sequenced from beginning to end</p>	<p>Retrieve supportive evidence and details from fiction texts Summarise main ideas within a text Identify and explain how meaning is enhanced through word choice and phrases and their associations</p>	<p>Retrieve supportive evidence and details from fiction and non-fiction texts Infer and justify, making references to the text Identify and explain how meaning is enhanced through word choice and phrases and their associations Identify writer’s language choices through evidence selection and close analysis Understand how a text is structured and sequenced to aid meaning or emphasis Understand different narrative styles and their effect/impact</p>		<p>Understand text type, purpose... Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Identify and explain how meaning is enhanced through word choice and</p>	<p>Writing is well planned, in line with the task Overall structure is planned explicitly –clear pre-sequencing of ideas Writing contains a range of appropriate and interesting ideas in line with the task, audiences, purpose etc.</p>



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	<p>Paragraphs are used to organise ideas and aid meaning          Mainly accurate use of inverted commas          Amendments are made to improve the quality and accuracy of writing</p>	<p>Identify and explain writer's language choices through evidence selection and close analysis          Understand how a text is structured and sequenced to aid meaning or emphasis          Identify a range of dramatic devices and their usages          Understand a range of poetic techniques and their usages          Understand writer's intentions and key themes          Understand crucial contextual details - Key Background knowledge</p>	<p>Make comparisons across texts          Understand writer's intentions and key themes          Understand writer's perspectives          Understand Context- Key Background knowledge          Be able to critically evaluate</p>	<p>phrases and their associations          Identify and explain how meaning is enhanced through sentence types and syntax          Identify writer's language choices through evidence selection and close analysis          Identify sound patterns in texts and their effects          Understand how a text is structured and sequenced to aid meaning or emphasis          Understand different narrative styles and their effect/impact          Understand a range of poetic techniques and their usages          Make comparisons across texts          Understand writer's intentions and key themes          Understand writer's perspectives          Understand the Tone created by writers</p>	<p>Writing is detailed and ideas are developed          Writing is clearly structured/well-sequenced from beginning to end          Paragraphs are used to organise ideas and aid meaning          Vocabulary and grammatical structures are well chosen to reflect the level of tone required          A range of rhetorical devices and/or descriptive language techniques are used in accordance with task and sense of clarity          Correct use of hyphens          Mainly accurate use of inverted commas          Mainly accurate use of commas for clarity          Mainly accurate use of punctuation for parenthesis          Writing is carefully proof read          Amendments are made to improve the quality and accuracy of writing</p>
<p><b>Informal (formative) Assessment</b></p>	<p>Writing own diary entries.          (Peer or self assessed)</p>	<p>Reading Assessment          An extract          (Self assessed)</p>	<p>Reading Assessment          (Self assessed)</p>	<p>Reading Assessment          Single Poem          (Self assessed)</p>	<p>Creative writing GRIT tasks          (Self/Peer/Teacher assessed)</p>



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<b>Formal (summative) Assessment</b>	Writing own diary entry. (Teacher assessed)	Reading Assessment An extract (Teacher assessed)	Reading Assessment Extract and whole novel (Teacher assessed)	Reading Assessment Single Poem (Teacher assessed)	Writing Assessment Extended Writing (Teacher assessed)
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*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*



# Curriculum Assessment Map: Year 8 English

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	<b>The Hunger Games</b>		<b>Identity Poetry</b>	<b>Our Day Out</b>	<b>19<sup>th</sup> Century Short Story and Extracts</b>	
Key Learning & Skills	<p><b>Text type:</b>  <b>Features of a novel including:</b>            First person narrator            Present tense            Creation of tension/suspense            Characterisation            Use of language</p> <p><b>Context:</b>            Dystopian Fiction            Sister texts studied to provide context (1984, Maze Runner, The Parable of the Sower)</p> <p><b>Vocabulary:</b>            Anarchy, Dictator, Disparity, Dystopia, Exploitation, Freedom, Identity, Oppression, Manipulation, Rebellion, Protagonist, Surveillance, Subjugation, Totalitarianism, Utopia</p>		<p><b>Text type:</b>  <b>Features of poetry including:</b>  <b>Word classes:</b> Verb, Adjective, Noun, Pronoun, Adverb  <b>Imagery:</b> Simile, Metaphor, Personification, Zoomorphism  <b>Other terms:</b> Repetition, Lists, Hyperbole, Emotive Language</p> <p><b>Context:</b>            Individual identity            Attitudes towards: race, disability and homeless people</p> <p><b>Non-Fiction Texts Studied Alongside this unit</b></p> <p><b>Vocabulary:</b>            Accent, Acceptance, Ambiguous, Conflicted, Culture, Custom, Dialect, Heritage, Juxtaposition, Nationality, Nostalgic, Ostracised, Reminiscent, Unambiguous, Unorthodox</p>	<p><b>Text type:</b>  <b>Features of a play including:</b>            Use of accent and dialect            Entrances and exits            Dialogue            Characterisation</p> <p><b>Context:</b>            1970s Liverpool            The class system            Stereotypes</p> <p><b>Vocabulary:</b>            Deprivation, Discrimination, Economic decline, Exclusion, Inadequate, Insolent, Poverty, Riot, Social-class, Stereotype, Working class</p>	<p><b>Text type:</b>  <b>Features of 19<sup>th</sup> century fiction including:</b>  <b>Word classes:</b> Verb, Adjective, Noun, Pronoun, Adverb  <b>Imagery:</b> Simile, Metaphor, Personification, Zoomorphism  <b>Other terms:</b> Repetition, Lists, Hyperbole, Emotive Language  <b>Structure terms:</b> Foreshadows, perspective, focus, establishes, concludes, chronological, flashback, juxtaposition</p> <p><b>Context:</b>            The Poor Law Amendment Act 1834            Life in the 1800s            The Class System            Introduction to Charles Dickens</p> <p><b>Vocabulary:</b>            Aristocracy, Bourgeoisie, Industrial Revolution, Middle Class, Monarchy, Patriarchal, Social Mobility, Upper Class, Workhouse, Proletariat</p>	
End points	Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Infer and justify, making references to the text Identify and explain how meaning is enhanced through word choice and phrases and their associations		Understand text type, purpose... Retrieve supportive evidence and details from fiction and non-fiction texts	Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text	Retrieve supportive evidence and details from fiction and non-fiction texts Infer and justify, making references to the text Identify and explain how meaning is enhanced through word choice and phrases and their associations	

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	<p>Identify writer's language choices through evidence selection and close analysis</p> <p>Understand how a text is structured and sequenced to aid meaning or emphasis</p> <p>Understand different narrative styles and their effect/impact</p> <p>Understand writer's perspectives</p> <p>Understand Context- Key Background knowledge</p> <p>Writing is well planned, in line with the task</p> <p>Writing contains a range of appropriate and interesting ideas in line with the task, audiences, purpose etc.</p> <p>Writing is detailed and ideas are developed</p> <p>Writing is clearly structured/well-sequenced from beginning to end</p> <p>Paragraphs are used to organise ideas and aid meaning</p> <p>A range of rhetorical devices and/or descriptive language techniques are used in accordance with task and sense of clarity</p> <p>Writing is carefully proof read</p> <p>Amendments are made to improve the quality and accuracy of writing</p>	<p>Summarise main ideas within a text</p> <p>Identify and explain how meaning is enhanced through word choice and phrases and their associations</p> <p>Identify writer's language choices through evidence selection and close analysis</p> <p>Identify sound patterns in texts and their effects</p> <p>Understand a range of poetic techniques and their usages</p> <p>Make comparisons across texts</p> <p>Understand writer's intentions and key themes</p> <p>Understand writer's perspectives</p> <p>Understand Context- Key Background knowledge</p>	<p>Infer and justify, making references to the text</p> <p>Identify writer's language choices through evidence selection and close analysis</p> <p>Understand a range of dramatic devices and their usages</p> <p>Understand writer's intentions and key themes</p> <p>Understand writer's perspectives</p> <p>Understand Context- Key Background knowledge</p>	<p>Identify writer's language choices through evidence selection and close analysis</p> <p>Understand different narrative styles and their effect/impact</p> <p>Make comparisons across texts</p> <p>Understand Context- Key Background knowledge</p> <p>Be able to critically evaluate</p> <p>Application of tiered vocabulary</p> <p>Writing is well planned, in line with the task</p> <p>Overall structure is planned explicitly –clear pre-sequencing of ideas</p> <p>Writing contains a range of appropriate and interesting ideas in line with the task, audiences, purpose etc.</p> <p>Writing is detailed and ideas are developed</p> <p>Writing is clearly structured/well-sequenced from beginning to end</p> <p>Paragraphs are used to organise ideas and aid meaning</p> <p>Vocabulary and grammatical structures are well chosen to reflect the level of formality and tone required</p> <p>A range of rhetorical devices and/or descriptive language techniques are used in accordance with task and sense of clarity</p> <p>Mainly accurate use of inverted commas</p> <p>Mainly accurate use of commas for clarity</p> <p>Writing is carefully proof read</p> <p>Amendments are made to improve the quality and accuracy of writing</p>
<p><b>Informal (formative) Assessment</b></p>	<p>Writing &amp; Reading Assessments (Peer and Self-assessed)</p>	<p>Reading Assessment Comparison of two poems (Peer or self assessed)</p>	<p>Reading Assessment Comparison of two poems (Peer or self assessed)</p>	<p>Writing &amp; Reading Assessments (Peer and Self-assessed)</p>
<p><b>Formal (summative) Assessment</b></p>	<p>Writing &amp; Reading Assessments (Teacher Assessed)</p>	<p>Reading Assessment (Peer or self assessed)</p>	<p>Reading Assessment (Peer or self assessed)</p>	<p>Writing &amp; Reading Assessments (Teacher Assessed)</p>

*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*

# Curriculum Assessment Map: Year 9 English

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Noughts and Crosses		People and Perspectives (Non-Fiction)	Sherlock Holmes – The Adventure of the Dancing Men	Romeo and Juliet (Full text study)	War Poetry (And End of Year Assessment)
Key Learning & Skills	<p><b>Text type:</b> Studying a novel including: Dual narrative Allusions to real life in a text Use of Cornell Notes Analysis of Structure Characterisation Creation of tension and suspense</p> <p><b>Context:</b> Racism in the UK South Africa and Apartheid America and the Civil Rights Movement The BLM movement Capital Punishment</p> <p><b>Vocabulary:</b> Anonymous, Apartheid, Benefactor, Bias, Discrimination, Prejudice, Privilege, Segregation, Terrorism, Traumatic</p>		<p><b>Text type:</b> Studying non-fiction including: Understanding facts and information Analysing language Evaluating the writer's perspective</p> <p><b>Context:</b> Attitudes towards: Disability, Racism, Homosexuality and Segregation Life as an immigrant Presentation of Women in the Media</p> <p><b>Vocabulary:</b> Authority, Cliché, Inextricable, Inhumane, Intrinsic, Patronise, Perception, Perspective, Typecast, Stigma</p>	<p><b>Text type:</b> Analysing 19 Century Fiction including: Understanding facts and information Analysing language Analysing structure</p> <p><b>Context:</b> Victorian England The Class System Patriarchy Detective Fiction</p> <p><b>Vocabulary:</b> Allusion, Aristocracy, Characterisation, Epilogue, Hypothesis, Indignantly, Monarchy, Patriarchal, Preponderance, Surrealism</p>	<p><b>Text type:</b> Analysis of a Shakespearean play including: Blank verse Dramatic irony Foreshadowing Iambic Pentameter Light / Dark Imagery Monologue Religious Imagery Soliloquy Symbolism</p> <p><b>Context:</b> Queen Elizabeth I Protestants and Catholics Patriarchy Fate Tragedy as a genre</p> <p><b>Vocabulary:</b> Amorous, Betrayal, Disparage, Hierarchy, Infatuation, Malcontent, Rebellious, Revenge, Soliloquy, Virtuous</p>	<p><b>Text type:</b> Study of poetry including: Poetic techniques Imagery Themes Thoughts and feelings</p> <p><b>Context:</b> Loss of innocence Brotherhood and friendship The horrors of war The irrationality of the war Emotion and feelings</p> <p><b>Vocabulary:</b> Ardent, Camaraderie, Comrades, Fatigue, Floundering, Inflections, Malice, Reprobation, Scavengers, Succour</p>
End points	<p>Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Infer and justify, making references to the text Identify and explain how meaning is enhanced through word choice and phrases and their associations Identify writer's language choices through evidence selection and close analysis Understand how a text is structured and sequenced to aid meaning or emphasis</p>		<p>Understand text type, purpose... Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Identify and explain how meaning is enhanced</p>	<p>Understand text type, purpose... Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Infer and justify, making references to the text</p>	<p>Understand text type, purpose... Retrieve supportive evidence and details from fiction and non-fiction texts Summarise main ideas within a text Identify and explain how meaning is enhanced</p>	<p><b>To be taught:</b> Summarise main ideas within a text Infer and justify, making references to the text Identify and explain how meaning is enhanced through word choice and phrases and their associations</p>



# Curriculum Assessment Map: Year 9 English

	<p>Understand different narrative styles and their effect/impact          Understand writer's intentions and key themes          Understand writer's perspectives          Understand Context- Key Background knowledge          Understand how parts of text relate to each other.          Context within a text.          Be able to critically evaluate</p> <p>Writing is well planned, in line with the task          Overall structure is planned explicitly –clear pre-sequencing of ideas          Writing contains a range of appropriate and interesting ideas in line with the task, audiences, purpose etc.          Writing is detailed and ideas are developed          Writing is clearly structured/well-sequenced from beginning to end          Paragraphs are used to organise ideas and aid meaning          Writing is carefully proof read          Amendments are made to improve the quality and accuracy of writing</p> <p>**Expectation that pupils engage with setting own Writing End Point targets throughout year</p>	<p>through word choice and phrases and their associations          Identify writer's language choices through evidence selection and close analysis          Make comparisons across texts          Understand writer's intentions and key themes          Understand writer's perspectives          Understand Context- Key Background knowledge          Be able to critically evaluate          Application of tiered vocabulary</p>	<p>Identify and explain how meaning is enhanced through word choice and phrases and their associations          Identify writer's language choices through evidence selection and close analysis          Understand how a text is structured and sequenced to aid meaning or emphasis          Understand different narrative styles and their effect/impact          Understand Context- Key Background knowledge          Understand how parts of text relate to each other.          Context within a text.</p>	<p>through word choice and phrases and their associations          Identify and explain how meaning is enhanced through sentence types and syntax          Identify writer's language choices through evidence selection and close analysis          Understand how a text is structured and sequenced to aid meaning or emphasis          Understand a range of dramatic devices and their usages          Understand a range of poetic techniques and their usages          Make comparisons across texts          Understand Context- Key Background knowledge</p>	<p>Identify and explain how meaning is enhanced through sentence types and syntax          Identify and explain writer's language choices through evidence selection and close analysis          Identify sound patterns in texts and their effects          Understand how a text is structured and sequenced to aid meaning or emphasis          Make comparisons across texts          Understand writer's intentions and key themes          Understand writer's perspectives          Understand and comment on the Tone          Understand crucial contextual details</p> <p><b>All End Points to be assessed in End of Key Stage Assessments</b></p>
<p><b>Informal (formative) Assessment</b></p>	<p><b>Writing and Reading Assessments (Peer assessed)</b></p>	<p><b>Reading Assessment (Self Assessed)</b></p>	<p><b>Reading Assessment (Self Assessed)</b></p>	<p><b>Reading Assessment (Self Assessed)</b></p>	<p><b>Writing and Reading Assessments (Self assessed)</b></p>
<p><b>Formal (summative) Assessment</b></p>	<p><b>Writing and Reading Assessments (Teacher assessed)</b></p>	<p><b>Reading Assessment (Teacher Assessed)</b></p>	<p><b>Reading Assessment (Teacher Assessed)</b></p>	<p><b>Reading Assessment (Teacher Assessed)</b></p>	<p><b>End of Key Stage Writing and Reading Assessments (Teacher assessed)</b></p>



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