KS3 ASSESSMENT

English

BRAMHALL HIGH SCHOOL

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a Topic(s) Title Creating Characters Vocabulary Control Organisation Genre . Assessment: Write the opening of a short story which includes a description of a central character.	Vocabulary • Beginning to use appropriate vocabulary and phrasing to describe their character. Control • Some basic spellings are accurate • Some evidence of conscious punctuation • Simple range of sentence forms • May not always use Standard English • Some control of agreement Genre • Creates a description of a character, some ideas may not be their own. • Attempts to use language devices	Vocabulary • Attempts to select interesting vocabulary and phrasing to describe their character. Control • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors Genre • Able to create a developed description of a character. • Uses some language devices (SHAMPOOS), may not be original.	Vocabulary • Uses some ambitious vocabulary and phrasing to describe their character. Control • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional minor errors Genre • Able to create a developed and interesting description of a character. • Uses some language devices, including some original ideas.	Vocabulary • Consistently uses ambitious vocabulary and phrasing to describe their character. Control • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate Genre • Able to create a developed and interesting description of an original character. • Uses a range of language devices, always original.

	(SHAMPOOS) such as similes.			
Term 1b Topic(s) Title SMART Knowledge Analysis Assessment- How does the writer use language to present Tony?	Knowledge • Basic awareness of the characters or plot of SMART. • May not explore language, or may only identify language or word types that have been discussed in class. Analysis • Comments on how the writer presents the character of Tony, may not use the PEA structure, quotations may not be appropriate. • Comments on literal meanings or may repeat words from the text.	Knowledge • Some understanding of the characters of SMART, may comment on themes/plot/genre. • Developing an awareness of language and knows to comment on words. Example: This word suggests… Analysis • Uses the PEA structure to comment on how the writer presents the character of Tony, quotations may have been discussed as a class and answers may have been scaffolded. • Starting to comment on inferences of the language	Knowledge • Secure understanding of the characters and themes of SMART, may comment on plot or genre. • Starting to identify word types/language devices, may not always be accurate. Example: 'The adjective 'brave' suggests… Analysis • Uses the PEA structure to explore how the writer presents the character of Tony, quotations have been independently selected, but sentence starters may have been used	Knowledge • In-depth understanding of the plot, characters and themes of SMART, may comment on genre. • Identifies word types or devices accurately. Analysis • Independently creates PEAs to explore how the writer presents the character of Tony • Explores the inferences of the language and has a thorough understanding of how this has been used to present Tony

		• May start to make basic comments on how the reader reacts to this character	• Comments on the inferences of the language and shows a secure understanding of how it has been used to present Tony • Shows a secure understanding of how the reader might react to this character	• Explores how the reader might react to this character • Makes links to elsewhere in the story.
Term 2a Topic(s) Title SMART Vocabulary Control Organisation Genre Assessment - To create a speech about animal cruelty	Vocabulary • Beginning to use appropriate vocabulary and phrasing in their speech. Control • Some basic spellings are accurate • Some evidence of conscious punctuation • Simple range of sentence forms • May not always use Standard English • Some control of agreement	Vocabulary • Attempts to select interesting vocabulary and phrasing in their speech. Control • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors	Vocabulary • Uses some ambitious vocabulary and phrasing in their speech. Control • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional minor errors	Vocabulary • Consistently uses ambitious vocabulary and phrasing in their speech. Control • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate

	Organisation • Relevant ideas, may not use paragraphs **Genre** • Creates an article about animal cruelty, may not include persuasive devices.	**Organisation** • Attempts to use paragraphs • Some linked and relevant ideas **Genre** • Creates a persuasive article about animal cruelty • Includes some persuasive devices, these may not be original.	**Organisation** • Uses paragraph breaks accurately • Writing is engaging, with a range of connected ideas **Genre** • Creates an engaging persuasive article about animal cruelty. • Uses a range of appropriate persuasive devices, including AFOREST/ SHAMPOOS.	**Organisation** • Starting to vary paragraph lengths for effect, may use other structural devices for effect • Writing is engaging, using a range of clear, connected ideas **Genre** • Creates an engaging and original persuasive article about animal cruelty. • Uses a range of appropriate persuasive devices, including AFOREST and SHAMPOOS.

| Term 2b Topic(s) Title Animals Analysis Comparison Comparing poems, The New Dog and The Lost Dog. | Analysis • Comments on the poems. • Comments on literal meanings or may repeat words from the text. Comparison • Makes comments on both poems. | Analysis • Uses the PEA structure to comment on one/both poems, quotations may have been discussed as a class and answers may have been scaffolded. • Starting to comment on inferences of the language/structure • May start to make basic comments on how the reader reacts to the poems Comparison • Provides a developed comparison of the language/structure **or** meanings/messages of the poems. | Analysis • Uses the PEA structure to compare poems, quotations have been independently selected, but sentence starters may have been used • Comments on the inferences of the language/structure and shows a secure understanding of both poems • Shows a secure understanding of how the reader might react to the poems. Comparison • Provides a secure comparison of language/structure and meanings/messages of the poems, includes some comparative connectives. | Analysis • Independently creates a comparative PEA/PEAs exploring the poems • Explores the inferences of the language/structure and has a thorough understanding of how both writers present their ideas • Explores how the reader might react to both poems Comparison • Provides a thorough comparison of language/structure and the meanings/messages of the poems, includes a range of comparative connectives. |

| **Term 3a**
Topic(s) Title
Shakespeare

Term 3a
Topic(s) Title
==Yr 7 Exam==

==Knowledge
Analysis
Vocabulary
Control
Organisation
Genre== | Knowledge
• May not explore language, or may only identify language or word types that have been discussed in class.

Analysis
• Makes some relevant comments on the extract, may not use quotations.

Vocabulary
• Beginning to use appropriate vocabulary and phrasing in their creative writing. | Knowledge
• Developing an awareness of language and knows to comment on words. Example: This word suggests...

Analysis
• Makes some relevant comments on the language or structure of the extract, may not use PEA paragraphs
• Comments on the inferences of the language/structure and shows a some understanding of how the writer has used language/structure to present their ideas.

Vocabulary
• Attempts to include interesting vocabulary and phrasing in their creative writing. | Knowledge
• Starting to identify word types/language devices, may not always be accurate. Example: 'The adjective 'brave' suggests...

Analysis
• Creates PEA paragraphs that comment on the language or structure of the extract
• Comments on the inferences of the language/structure and shows a secure understanding of how the writer has used language/structure to present their ideas.
• Shows an understanding of how the reader might react to this extract.

Vocabulary
• Uses some ambitious vocabulary and phrasing in their creative writing. | Knowledge
• Identifies word types or devices accurately.

Analysis
• Creates PEA paragraphs that explore the language or structure of the extract
• Explores the inferences of the language/structure and has a thorough understanding of how the writer has used language/structure to present their ideas
• Explores how the reader might react to the extract

Vocabulary
• Consistently uses ambitious vocabulary and phrasing in their creative writing. |

Control • Some basic spellings are accurate • Some evidence of conscious punctuation • Simple range of sentence forms • May not always use Standard English • Some control of agreement **Organisation** • Relevant ideas, may not use paragraphs **Genre** • Creates a piece of creative writing.	**Control** • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors **Organisation** • Attempts to use paragraphs • Some linked and relevant ideas **Genre** • Creates a developed piece of creative writing. • Uses some language devices.	**Control** • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional minor errors **Organisation** • Uses paragraph breaks accurately • Writing is engaging, with a range of connected ideas **Genre** • Creates a developed and original piece of creative writing. • Uses appropriate language devices.	**Control** • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate **Organisation** • Starting to vary paragraph lengths for effect, may use other structural devices for effect • Writing is engaging, using a range of clear, connected ideas **Genre** • Creates a developed, engaging and original piece of creative writing. • Uses a range of appropriate language devices.

Term 3b Topic(s) Title A Midsummer Night's Dream ==Spoken Language== ==Drama performance of A Midsummer Night's Dream.==	Spoken Language • Contributes to discussions during groupwork when prompted • Presents A Midsummer Night's Dream drama piece to small group • Listens to others.	Spoken Language • Sometimes contributes to discussions during groupwork • Presents A Midsummer Night's Dream drama piece to the whole class • Listens and responds to others .	Spoken Language • Often contributes to discussions during groupwork • Presents A Midsummer Night's Dream drama piece to the whole class in a clear way • Consistently listens and responds to others clearly and respectfully.	Spoken Language • Often leads discussions during groupwork • Presents A Midsummer Night's Dream drama piece to the whole class clearly and confidently • Consistently listens and responds to others clearly and respectfully in order to develop and improve ideas.

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a Topic(s) Title Noughts and Crosses Vocabulary Control Organisation Genre Spoken Language Create a persuasive speech on a topic that you feel strongly about. There are suggested topics on the PowerPoint.	Vocabulary • Attempts to select interesting vocabulary and phrasing in their speech. Control • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors Organisation • Attempts to use paragraphs • Some linked and relevant ideas	Vocabulary • Uses some ambitious vocabulary and phrasing in their speech. Control • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional minor errors Organisation • Uses paragraph breaks accurately • Writing is engaging, with a range of connected ideas	Vocabulary • Consistently uses ambitious vocabulary and phrasing in their speech. Control • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate Organisation • Starting to vary paragraph lengths for effect, may use other structural devices for effect	Vocabulary • Accurately and consistently uses ambitious vocabulary and phrasing in their speech. Control • Spelling is consistently accurate, including ambitious vocabulary • Uses a variety of punctuation accurately and for effect • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate Organisation • Varies paragraph lengths for effect • Uses other structural devices for effect

			Writing is engaging, using a range of clear, connected ideas	Writing is engaging, using a range of clear, connected ideas
	Genre • Attempts to create a persuasive speech about a topic • Attempts to use some persuasive devices, including AFOREST and SHAMPOOS.	**Genre** • Creates an engaging persuasive speech about a topic of their choice, may have needed help choosing the topic. • Uses a range of appropriate persuasive devices, including AFOREST and SHAMPOOS.	**Genre** • Creates an engaging and original persuasive speech about a topic of their choice. • Uses a range of appropriate persuasive devices, including AFOREST and SHAMPOOS.	**Genre** • Creates an engaging and original persuasive speech about a topic of their choice. • Uses a range of appropriate persuasive devices, including AFOREST and SHAMPOOS, may include imperatives. • Clearly used research to inform their ideas.
	Spoken Language • Contributes to discussions during groupwork when prompted • Presents speech to small group • Listens to others.	**Spoken Language** • Sometimes contributes to discussions during groupwork • Presents speech to the whole class • Listens and responds to others.	**Spoken Language** • Often contributes to discussions during groupwork • Presents speech to the whole class in a clear way • Consistently listens and responds to others clearly and respectfully.	**Spoken Language** • Often leads discussions during groupwork • Presents speech to the whole class clearly and confidently • Consistently listens and responds to others clearly and respectfully in order to develop and improve ideas.

| **Term 1b** Topic(s) Title Noughts and Crosses Knowledge Analysis Context   Assessment: How has the writer used language to create tension? | Knowledge • Limited awareness of the plot/characters/themes of Noughts and Crosses. • May not explore language/structure, or may only identify language or word types that have been discussed in class.   Analysis • Comments on how the writer creates tension, uses quotations to support ideas • Some comments on inferences • Answers may have been discussed as a class may have been scaffolded. | Knowledge • Some understanding of the plot/characters/themes of Noughts and Crosses • Developing an awareness of language and knows to comment on words/ word types/language/structural devices, may not always identify these correctly.   Analysis • Uses the PEA structure to comment on how the writer creates tension • Some developed comments on inferences of the language • Some basic comments on how and why the writer has used language/structural devices. • Comments on how the reader reacts to this part of the novel. | Knowledge • Secure understanding of the plot/characters/themes of Noughts and Crosses • Identifies at least one word-type/language/structural device accurately in each quotation (at least three).   Analysis • Uses the PEA structure to explore how the writer creates tension, quotations have been independently selected, but sentence starters may have been used • Comments on the inferences of the language and shows a secure understanding of how it has been used to create tension • Some comments on how and why the writer has used language/structural devices. | Knowledge/context • In-depth understanding of the plot, characters/themes of Noughts and Crosses, may comment on genre and the reasons why Malorie Blackman wrote the text. • Identifies a range of word types/language/structural devices accurately.   Analysis • Independently creates PEAs to explore how the writer creates tension • Explores the inferences of the language and has a thorough understanding of how this has been used to create tension • Explores how the reader might react to this part of the novel • Explores how and why the writer has used language/structural devices. • Makes links to elsewhere in the story. |

			• Shows a secure understanding of how the reader might react to this part of the novel.	
Term 2a Topic(s) Title Dystopian Knowledge Vocabulary Control Organisation Genre Assessment: Write a description of a fictional dystopian world based on your chosen stimulus.	Knowledge • Shows a basic understanding of the dystopian genre by attempting to include some dystopian conventions - the genre may not always be clear. Vocabulary • Attempts to include interesting vocabulary and phrasing. Control • Most basic spelling is accurate • Some evidence of conscious punctuation • Simple range of sentence forms	Knowledge • Shows an understanding of the dystopian genre by attempting to include some dystopian conventions, these may not be original. Vocabulary • Includes interesting vocabulary and phrasing that is appropriate for the dystopian genre. Control • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English	Knowledge • Shows a secure understanding of the dystopian genre by including some dystopian conventions. Vocabulary • Uses some ambitious vocabulary and phrasing that is appropriate for the dystopian genre. Control • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English	Knowledge • Shows an in-depth understanding of the dystopian genre by including a range of dystopian conventions. Vocabulary • Consistently uses ambitious vocabulary and phrasing that is appropriate for the dystopian genre. Control • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English

	• May not always use Standard English • Some control of agreement Organisation • Some relevant ideas • Attempts to use structural features Genre • Attempts to create a description of a dystopian world • Attempts to use basic language devices, may not be original.	• Control of agreement is mostly accurate, may be occasional errors Organisation • Uses paragraphs breaks, mostly accurate • Some linked and developed ideas Genre • Creates a developed description of a dystopian world • Uses some language devices.	• Control of agreement is mostly accurate, may be occasional minor errors Organisation • Uses paragraph breaks accurately • Writing is engaging, with a range of connected ideas Genre • Creates a developed and original description of a dystopian world • Uses appropriate language devices.	• Control of agreement is always accurate Organisation • Starting to vary paragraph lengths for effect, may use other structural devices for effect • Writing is engaging, using a range of clear, connected ideas Genre • Creates a developed, engaging and original description of a dystopian world • Uses a range of appropriate language devices.
Term 2b Topic(s) Title Dystopian Knowledge Analysis Assessment: In Source B, how	Knowledge • Limited awareness of the extract • May only identify language or word types that have been discussed in class.	Knowledge • Some understanding of the extract • Developing an awareness of language and knows to comment on words/ word types/language devices, may not always identify these correctly.	Knowledge • Secure understanding of the extract • Identifies at least one word-type/language/structural device per quotation.	Knowledge • In-depth understanding of the extract • Identifies a range of word types/language devices accurately.

does the writer use language to convey their opinion of smog in London?	Analysis	Analysis	Analysis	Analysis
	• Comments on how the writer uses language to convey their opinion of the smog in London, uses quotations to support ideas • Some comments on inferences, answers may have been discussed as a class and scaffolded.	• Uses the PEA structure to comment on how the writer conveys their opinion of the smog in London • Some developed comments on inferences of the language • Some basic comments on how and why the writer has used language devices. • Comments on how the reader may react to this extract.	• Uses the PEA structure to explore how the writer uses language to convey their opinion of the smog • Comments on the inferences of the language and shows a secure understanding of how it has been used to convey the writer's opinion of the smog • Some comments on how and why the writer has used language devices. • Shows a secure understanding of how the reader might react to this extract.	• Independently creates PEAs to explore how the writer uses language to convey their opinion of smog in London • Explores the inferences of the language and has a thorough understanding of how it has been used to convey the writer's opinion of the smog • Explores how the reader might react to this extract • Explores how and why the writer has used language devices. • Offers multiple interpretations of the language.

Term 3a Topic(s) Title Much Ado About Nothing				
Term 3b Topic(s) Title Much Ado About Nothing Year 8 Exams	Knowledge • May not explore language, or may only identify language or word types that have been discussed in class. Analysis • Makes some relevant comments on the extract, may not use quotations.	Knowledge • Developing an awareness of language and knows to comment on words. Example: This word suggests... Analysis • Makes some relevant comments on the language or structure of the extract, may not use PEA paragraphs • Comments on the inferences of the language/structure and shows a some understanding of how the writer has used	Knowledge • Starting to identify word types/language devices, may not always be accurate. Example: 'The adjective 'brave' suggests... Analysis • Creates PEA paragraphs that comment on the language or structure of the extract • Comments on the inferences of the language/structure and shows a secure understanding of how the writer has used language/structure to present their ideas.	Knowledge • Identifies word types or devices accurately. Analysis • Creates PEA paragraphs that explore the language or structure of the extract • Explores the inferences of the language/structure and has a thorough understanding of how the writer has used language/structure to present their ideas • Explores how the reader might react to the extract

		language/structure to present their ideas.	• Shows an understanding of how the reader might react to this extract.	
	Vocabulary • Beginning to use appropriate vocabulary and phrasing in their creative writing.	**Vocabulary** • Attempts to include interesting vocabulary and phrasing in their creative writing.	**Vocabulary** • Uses some ambitious vocabulary and phrasing in their creative writing.	**Vocabulary** • Consistently uses ambitious vocabulary and phrasing in their creative writing.
	Control • Some basic spellings are accurate • Some evidence of conscious punctuation • Simple range of sentence forms • May not always use Standard English • Some control of agreement	**Control** • Basic spelling is accurate • Basic punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors	**Control** • Spelling is mostly accurate • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional minor errors	**Control** • Spelling is accurate, including ambitious vocabulary • Uses a variety of punctuation accurately • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate
	Organisation • Relevant ideas, may not use paragraphs	**Organisation** • Attempts to use paragraphs • Some linked and relevant ideas	**Organisation** • Uses paragraph breaks accurately • Writing is engaging, with a range of connected ideas	**Organisation** • Starting to vary paragraph lengths for effect, may use other structural devices for effect

			Writing is engaging, using a range of clear, connected ideas
Genre • Creates a piece of creative writing.	Genre • Creates a developed piece of creative writing. • Uses some language devices.	Genre • Creates a developed and original piece of creative writing. • Uses appropriate language devices.	Genre • Creates a developed, engaging and original piece of creative writing. • Uses a range of appropriate language devices.

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a Topic(s) Title The Woman in Black Knowledge Analysis Assessment on the theme of isolation.	Knowledge • Limited awareness of the theme/plot/character/setting of The Woman in Black • The question may have been differentiated • May only identify language or word types that have been discussed in class. Analysis • Responds to the question and uses quotations to support ideas • Uses quotations that have been selected by the class teacher or selected as a class/group • Attempts to comment on the inferences of the language, may use ideas discussed in class • Shows a basic understanding of how the reader might react to the novella	Knowledge • Some understanding of the theme, setting/character/plot of The Woman in Black • Developing an awareness of language and knows to comment on words/ word types/language/structural devices, may not always identify these correctly. Analysis • Uses the PEA structure to comment on how the writer presents the theme of isolation, some quotations have been independently selected • Comments on the inferences of the language and shows an understanding of how it has been used to present the theme of	Knowledge/context • Secure understanding of the theme, setting/character/plot of The Woman in Black • Identifies at least one word-type/language/structural device accurately in each quotation (at least three) • May comment on when the text was set and what may have influenced the writer. Analysis • Uses the PEA structure to explore how the writer presents the theme of isolation, most quotations have been independently selected • Explores the inferences of the language and shows a secure understanding of how it has been used to	Knowledge/context • In-depth understanding of the theme, setting, characters/plot of The Woman in Black, may comment on genre • Identifies a wide range of word types/language/structural devices accurately • May explore when the text was set and what may have influenced the writer. Analysis • Creates PEAs to explore how the writer presents the theme of isolation, quotations have been independently selected and are always appropriate and embedded • Explores the inferences of the language and has a thorough

		isolation, may use some ideas that have been discussed in class • Shows a some understanding of how the reader might react to the novella • Comments on how and why the writer has used language/structural devices to present the theme of isolation.	present the theme of isolation • Shows a secure understanding of how the reader might react to the novella • Explores how and why the writer has used language/structural devices to present the theme of isolation.	understanding of how it has been used to present isolation • Explores how the reader might react to different parts of the novella • Explores how and why the writer has used language/structural devices to present isolation, offering multiple original interpretations • Makes links between different areas of the novella. • Has included quotations from different areas of the novella, beginning, middle and end.
Term 1b Topic(s) Title Introduction to gothic ==Vocabulary Control Organisation Genre==	Knowledge • Shows some understanding of the gothic genre Vocabulary • Attempts to include interesting vocabulary and phrasing.	Knowledge • Shows a developed understanding of the gothic genre by attempting to include some gothic conventions Vocabulary • Includes interesting vocabulary and phrasing that is appropriate for the gothic genre.	Knowledge • Shows a secure understanding of the gothic genre by including a range of gothic conventions. • May attempt to allude to another text. Vocabulary • Uses some ambitious vocabulary and phrasing that is	Knowledge • Shows an in-depth understanding of the gothic genre by including a range of gothic conventions • May successfully allude to another text. Vocabulary • Consistently uses ambitious vocabulary and phrasing that is

| Creative Writing Assessment | Control • Most basic spelling is accurate • Some evidence of conscious punctuation • Simple range of sentence forms • Mostly uses Standard English • Some control of agreement

Organisation • Some evidence of structural features • Ideas are connected

Genre • Attempts to create a piece of gothic fiction • Attempts to use basic language devices, may not be original. | Control • All basic spelling is accurate • Punctuation is mostly accurate, attempts to include a variety of punctuation • Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors
Organisation • Uses paragraphs breaks accurately • Uses a range of connected ideas

Genre • Creates a developed piece of gothic fiction • Uses some appropriate and original language devices. | appropriate for the gothic genre.

Control • Spelling is mostly accurate, including some ambitious vocabulary • Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is accurate

Organisation • Starting to vary paragraph lengths for effect • Starting to use other structural devices for effect • Writing is engaging, using a range of connected ideas

Genre | appropriate for the gothic genre.

Control • Spelling is always accurate, including ambitious vocabulary • Uses a variety of punctuation accurately, including complex punctuation (semi-colons, colons, dashes) • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate

Organisation • Varies paragraph lengths for effect • Successfully uses other structural devices for effect, foreshowing, symbolism, flashbacks, repetition etc. • Writing is engaging, using a range of clear and connected ideas

Genre |

			• Creates a developed and original piece of gothic fiction • Uses a range of appropriate and original language devices.	• Creates a developed, engaging and original piece of gothic fiction • Uses a wide range of original and appropriate language devices.
Term 2a Topic(s) Title Othello ==Knowledge Analysis Context== ==Assessment: How are important themes addressed in the play?==	Knowledge • Limited awareness of the themes/plot/character/setting of Othello • The question may have been differentiated • May only identify language or word types that have been discussed in class. Analysis • Responds to the question and uses quotations to support ideas • Uses quotations that have been selected by the class teacher or selected as a class/group • Attempts to comment on the inferences of the	Knowledge • Some understanding of the themes, setting/character/plot of Othello • Developing an awareness of language and knows to comment on words/ word types/language/structural devices, may not always identify these correctly. Analysis • Uses the PEA structure to comment on how the writer presents the themes, some quotations have been independently selected	Knowledge • Secure understanding of the themes, setting/character/plot of Othello • Identifies at least one word-type/language/structural device accurately in each quotation (at least three). Analysis • Uses the PEA structure to explore how the writer presents the themes, most quotations have been independently selected	Knowledge • In-depth understanding of the themes, setting characters/plot of Othello, may comment on genre • Identifies a wide range of word types/language/structural devices accurately Analysis • Creates PEAs to explore how the writer presents the themes, quotations have been independently selected and are always

	language, may use ideas discussed in class • Shows a basic understanding of how the reader might react to the play.	• Comments on the inferences of the language and shows an understanding of how it has been used to present the themes, may use some ideas that have been discussed in class • Shows a some understanding of how the reader might react to the play • Comments on how and why the writer has used language/structural devices to present the themes.	• Explores the inferences of the language and shows a secure understanding of how it has been used to present the themes • Shows a secure understanding of how the reader might react to the play • Explores how and why the writer has used language/structural devices to present the themes	appropriate and embedded • Explores the inferences of the language and has a thorough understanding of how it has been used to present themes • Explores how the reader might react to different parts of the play • Explores how and why the writer has used language/structural devices to present themes, offering multiple original interpretations • Makes links between different areas of the play. • Has included quotations from different areas of the play, beginning, middle and end.
	Context • Demonstrates a basic understanding of when the play was written and what influenced the writer.	Context • Demonstrates some understanding of when the play was written and what influenced the writer.	Context • Demonstrates a secure understanding of when the play was written and what influenced the writer.	Context • Demonstrates an in-depth understanding of when the play was written and what influenced the writer.

Term 2b Topic(s) Title Othello Spoken Language Year 9 Exams	Spoken Language - Contributes to discussions during groupwork when prompted - Presents ideas to small group - Listens to others.	Spoken Language - Sometimes contributes to discussions during groupwork - Presents ideas to the whole class - Listens and responds to others.	Spoken Language - Often contributes to discussions during groupwork - Presents ideas to the whole class in a clear way - Consistently listens and responds to others clearly and respectfully.	Spoken Language - Often leads discussions during groupwork - Presents ideas to the whole class clearly and confidently - Consistently listens and responds to others clearly and respectfully in order to develop and improve ideas.
Term 3a Topic(s) Title Unseen Texts Knowledge Analysis Assessment: In 'The Manhunt', how does the poet present the relationship?	Knowledge - Limited awareness of the theme and poem - May only identify word types that have been discussed in class. Analysis - Responds to the question and uses quotations to support ideas - Uses quotations that have been selected by the class teacher or selected as a class/group - Attempts to comment on the inferences of the language, may use ideas discussed in class - Shows a basic understanding of how the	Knowledge - Some understanding of the theme and poem - Identifies some poetic devices accurately. Analysis - Uses the PEA structure to comment on how the writer presents the relationship, some quotations have been independently selected - Comments on the inferences of the language and shows an understanding of how it has been used to present the relationship, may use some ideas that	Knowledge - Secure understanding of the theme and poem - Identifies a range of poetic devices. Analysis - Uses the PEA structure to explore how the writer presents the relationship, most quotations have been independently selected - Explores the inferences of the language and shows a secure understanding of how it has been used to present the relationship	Knowledge - In-depth understanding of the theme and poem - Identifies a wide range of poetic devices accurately, including form and structure. Analysis - Creates PEAs to explore how the writer presents the relationship in Manhunt, quotations have been independently selected and are always appropriate and embedded - Explores the inferences of the language and has a thorough

	reader might react to the poem.	• have been discussed in class • Shows a some understanding of how the reader might react to the poem • Comments on how and why the writer has used language/structural devices to present the relationship.	• Shows a secure understanding of how the reader might react to the poem • Explores how and why the writer has used language/structural devices to present the themes.	understanding of how it has been used to present the relationship • Explores how the reader might react to the poem • Explores how and why the writer has used language and structural devices to present the relationship, offering multiple original interpretations.
Term 3b Topic(s) Title Travel Writing ==Vocabulary Control Organisation Genre== ==Assessment: Create an advertisement for a holiday destination of your choice.==	Knowledge • Shows some understanding of the non-fiction genre. Vocabulary • Attempts to include interesting vocabulary and phrasing. Control • Most basic spelling is accurate • Some evidence of conscious punctuation • Simple range of sentence forms	Knowledge • Shows a developed understanding of the non-fiction genre by attempting to include some non-fiction conventions. Vocabulary • Includes interesting vocabulary and phrasing that is appropriate for an advertisement. Control • All basic spelling is accurate • Punctuation is mostly accurate, attempts to include a variety of punctuation	Knowledge • Shows a secure understanding of the non-fiction genre by including a range of non-fiction conventions. Vocabulary • Uses some ambitious vocabulary and phrasing that is appropriate for an advertisement. Control • Spelling is mostly accurate, including some ambitious vocabulary	Knowledge • Shows an in-depth understanding of the non-fiction genre by including a range of non-fiction conventions Vocabulary • Consistently uses ambitious vocabulary and phrasing that is appropriate for an advertisement. Control • Spelling is always accurate, including ambitious vocabulary • Uses a variety of punctuation accurately, including complex

• Mostly uses Standard English • Some control of agreement Organisation • Some evidence of structural features • Ideas are connected Genre • Attempts to create an advertisement • Attempts to use basic language devices, may not be original.	• Attempts a variety of sentence forms • Uses Standard English • Control of agreement is mostly accurate, may be occasional errors Organisation • Uses paragraphs breaks accurately • Uses a range of connected ideas Genre • Creates a developed advertisement • Uses some appropriate and original language devices.	• Uses a variety of punctuation, may be occasional errors • Uses a variety of sentences forms • Uses Standard English • Control of agreement is accurate Organisation • Starting to vary paragraph lengths for effect • Starting to use other structural devices for effect • Writing is engaging, using a range of connected ideas Genre • Creates a developed and original advertisement • Uses a range of appropriate and original language devices.	punctuation (semi-colons, colons, dashes) • Uses a variety of sentence forms for effect • Uses Standard English • Control of agreement is always accurate Organisation • Varies paragraph lengths for effect • Successfully uses other structural devices for effect, title, layout, visual features etc • Writing is engaging, using a range of clear and connected ideas Genre • Creates a developed, engaging and original advertisement • Uses a wide range of original and appropriate language devices.