**English Assessments in Year 7**

* **Please note that the units below will not necessarily be completed in the order set out here.  This allows us to manage our resources, such as our library texts, more effectively.**
* **Each unit has three assessments that will take place throughout the term. The end of unit assessment will be a fully teacher marked piece the other two will either be self or peer marked.**
* **The Year 7 Exam will be a piece of Creative Writing.  This exam will take place on the week beginning: 16/04/18**

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| **YEAR 7** | **Trash**  Skills:   * Make interpretations on the text through analysing language, form and structure. * Weigh up different opinions supporting your ideas with relevant evidence.   **ASSESSMENTS:**  **Self Practice:** Analyse an extract.  **Peer practice:** How does the author present the prision.  **Teacher Practice:** Analyse the character of Rat.  **How parents/guardians can help:**  Could you test them on some of the spellings on the English VLE?  Encourage your child to talk to you about the novel. Ask them to summarise the story and give opinions of the characters.Practise writing skills with your child. Can they use a range of punctuation accurately? | **The Jungle**  Skills:   * Use a range of devices to write to purpose, write to audience and write to form (PAF). * Create interesting and engaging ideas for your reader. * Structure your writing to achieve effects. * Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENTS:**  **Self practice:** Write to **inform** and **explain**.  **Peer Practice**: Write to **persuade**  **Teacher Practice:** Write to **describe**  **How parents/guardians can help:**  Direct your child to BBC Bitesize.  Encourage them to read the information about writing to advise and persuasive writing. Encourage them to try the suggested activities. | **Introduction to Shakespeare**  **Skills:**   * Demonstrate your knowledge and understanding of the texts we study. * Make comments about the context (background information) of when Shakespeare was writing. * Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENTS:**  **Peer Practice:** Describe a day at The Globe Theatre in 1592  **Self practice:** Write a soliloquy for a character of your choice  **Teacher Practice:** Analyse the character of Caliban  **How parents/guardians can help:**  Encourage your child to tell you about the characters they are learning about.  Test them on the contextual facts.  Watch and read any of Shakespeare plays – animated shorts can be found on Youtube.  Encourage your child to gather quotes from your purple exercise book. Mind map key quotations to do with Caliban character. | **Myths Unit**  **Skills:**   * Use a range of devices to write to Purpose, write to Audience and write to Form (PAF). * Structure your writing to achieve effects. * Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENTS:**  **Self practice: Describe** a character.  **Peer practice:** Write your own creation myth  **Teacher practice:** Creative writing based on the whole unit  **How parents/guardians can help:**  Practise writing skills with your child. Can they offer you better synonyms for words such as ‘big’, ‘bad’ and ‘scary’? Encourage them to use a thesaurus.  Could you test them on some of the spellings on the |