**English Assessments in Year 8**

* **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. One assessment will be a fully teacher marked piece the other two will either be self or peer marked.**
* **The Year 8 Exam will be a piece of non- fiction writing. The exam will take place on the week beginning: 05/02/18**

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| **YEAR 8** | **Revolver by Marcus Sedgwick**  **Skills:**   * Knowledge and understanding - Show understanding and knowledge of the text supported with evidence. Make accurate inference about the text. * Evaluation - Consider different opinions and make your own judgements on a text, supporting this with evidence that includes writers’ devices. * SPAG – Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENT:**  **Self practice**: PEE paragraph evaluating how successfully Sedgwick…  **Peer Practice**: Creative writing task focusing on description and character development  **Teacher Practice:** Timed essay: How successfully does Sedgwick…  **How parents/guardians can help:**  Encourage your child to re-read key sections in the novel and make notes of key quotations that show how the character is presented. | **Space Invaders**  **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.   **ASSESSMENT:**  **Self practice :Write a persuasive speech**  **Peer Practice: Write a poem**  **Teacher marked: Write an inspiring speech**  **How parents/guardians can help:**  Encourage your child to tell you about this unit. Discuss their invasion and their plans for their imagined planet.  Practise writing skills with your child and encourage them to use a thesaurus.  Watch persuasive speeches together and discuss what makes them persuasive or inspiring. | **Poetry from other cultures**  **Skills:**   * Make interpretations on the text through analysing language, form and structure. * Make comments about the context (background information) of the poems and poets you study. * Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENT:**   1. Self Practice: Descriptive writing 2. Peer Practice: Writing to argue 3. Teacher Practice: Write a magazine article.   **How parents/guardians can help:**  Encourage your child to read poetry. Can they find a favourite poem? Research that poem and its poet.  How many language techniques can you find in your chosen poem? Can you explain what they show?  <http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryslideshows/> | **School of Rock**  **Skills:**   * Make interpretations on the text through analysing language, form and structure. * Compare characters. * Use correct spelling, punctuation and grammar in your writing.   **ASSESSMENT:**  Self: Analysing character  Peer: Analyse a key scene  Teacher: Explain themes  **How parents/guardians can help:**  Watch the film School of Rock and encourage your child to give opinion of characters and explain the themes of the play. |