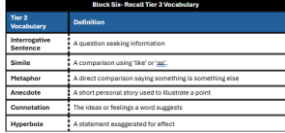
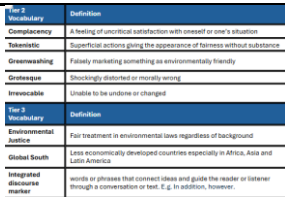


Assessment and Homelearning overview		Year 9 English
Assessment	Time	Assessment Details
AP1: 20 Marks knowledge from: -Knowledge Rich Writers -Silence to Speech 30 Marks for the writing of a speech that pupils have deconstructed, studied and written in class on a revised topic	40 mins per week on revision 30 Mins of Sparx Reader Per week	One 10 question quiz every Monday from learning from the KO from the previous week. This is to support your knowledge leading up to GCSE.
Key online resources: Knowledge Organiser: Blank Organiser: Short How to video on LCSC and LCWC: Using the KO.pptx		

Week	Date	Knowledge retrieval task	Activity/ Help resource
02	8/09/25	Block 6: Recall Tier 3 Vocabulary LCSWC: Learn the tier 3 vocabulary from last year's scheme of work. Ensure you know what each device is- you can spell it and that you would be able to identify the technique. Learn the definitions off by heart. Sparxreader: https://app.sparxreader.com/ Students are expected to complete a minimum of 30 minutes using Sparx reader each week	Knowledge Organiser  information on how to login to Sparx reader is on Classcharts
03	15/09/25	Block 1: Recall Tier 2 and 3 Vocabulary LCSWC: Learn the tier 2 and 3 vocabulary from silence to speech. Ensure you know what each word means - you can spell it and that you would be able to understand it in context Learn the definitions off by heart. Sparxreader: https://app.sparxreader.com/ Students are expected to complete a minimum of 30 minutes using Sparx reader each week	 information on how to login to Sparx reader is on Classcharts

<p>04</p> <p>22/09/25</p>	<p>Block 2: Recall Tier 2 and 3 Vocabulary LCSWC: Learn the tier 2 and 3 vocabulary from silence to speech. Ensure you know what each word means - you can spell it and that you would be able to understand it in context</p> <p>Learn the definitions off by heart.</p> <p>Sparxreader: https://app.sparxreader.com/ Students are expected to complete a minimum of 30 minutes using Sparx reader each week</p>	<p>Grammar Knowledge Organiser</p> <table border="1"> <tr><td>Assumptions</td><td>Beliefs accepted without proof, often leading to unfair conditions</td></tr> <tr><td>Privilege</td><td>Unlearned advantages based on identity</td></tr> <tr><td>Disempower</td><td>If someone or something disempowers you, they take away your power and control over your choices and life</td></tr> <tr><td>Morals</td><td>The principles we live by, what we believe is right or wrong.</td></tr> <tr><td>Equity</td><td>Fairness through providing people with what they need to succeed.</td></tr> <tr><td>Myth of Meritocracy</td><td>The false belief that success is based solely on merit.</td></tr> <tr><td>Tier 3 Vocabulary</td><td>Definition</td></tr> <tr><td>Circular Structure</td><td>A piece of writing that ends as it begins for emphasis.</td></tr> <tr><td>Rhetorical Question</td><td>A question asked for effect, not expecting an answer</td></tr> </table> <p>information on how to login to Sparx reader is on Classcharts</p>	Assumptions	Beliefs accepted without proof, often leading to unfair conditions	Privilege	Unlearned advantages based on identity	Disempower	If someone or something disempowers you, they take away your power and control over your choices and life	Morals	The principles we live by, what we believe is right or wrong.	Equity	Fairness through providing people with what they need to succeed.	Myth of Meritocracy	The false belief that success is based solely on merit.	Tier 3 Vocabulary	Definition	Circular Structure	A piece of writing that ends as it begins for emphasis.	Rhetorical Question	A question asked for effect, not expecting an answer	<p>Grammar Knowledge Organiser</p> <table border="1"> <tr><td>Tier 2 Vocabulary</td><td>Definition</td></tr> <tr><td>Pattern</td><td>A repeated or recognisable trend or behaviour</td></tr> <tr><td>Assume</td><td>To take something for granted or accept without proof</td></tr> <tr><td>Unequally</td><td>Not in an equal or fair way</td></tr> <tr><td>Resistance</td><td>Refusal to accept or comply- opposition to injustice</td></tr> <tr><td>Systemic Racism</td><td>Racism which is embedded in policies and institutions</td></tr> <tr><td>Anti-racist</td><td>Opposing racism and promoting equality</td></tr> <tr><td>Stereotype</td><td>A fixed, oversimplified belief about a group</td></tr> <tr><td>Colonialism</td><td>Control by one country over another</td></tr> <tr><td>Exclusion</td><td>Preventing someone from being included or participating</td></tr> <tr><td>Exploit</td><td>To use someone unfairly for personal gain</td></tr> </table> <p>information on how to login to Sparx reader is on Classcharts</p>	Tier 2 Vocabulary	Definition	Pattern	A repeated or recognisable trend or behaviour	Assume	To take something for granted or accept without proof	Unequally	Not in an equal or fair way	Resistance	Refusal to accept or comply- opposition to injustice	Systemic Racism	Racism which is embedded in policies and institutions	Anti-racist	Opposing racism and promoting equality	Stereotype	A fixed, oversimplified belief about a group	Colonialism	Control by one country over another	Exclusion	Preventing someone from being included or participating	Exploit	To use someone unfairly for personal gain				
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