












Assessment and Homelearning overview		Year 7 English
Assessment	Time	Assessment Details
<p><b>AP1:</b> Pupils are now moving on to <i>Oliver Twist</i>. Pupils will read an abridged version of the text alongside extracts from the original novel. Pupils will develop their understanding of the context of Dickens' novel, of the plot and of characterisation. The assessment will focus on character analysis that pupils have studied in class.</p> <p>They will work on the knowledge from HT2 on Aristotle's theory of persuasion.</p>	60 minutes	<ul style="list-style-type: none"> <li>20 marks based on knowledge from Oliver Twist and from HT2- 'Aristotle's Theory of Persuasion'</li> <li>30 marks for the character and extract analysis. Pupils will have studied the given extract in depth in class.</li> </ul>
Key online resources:		
Knowledge Organiser:		

Week	Date	Knowledge retrieval task	Activity/ Help resource										
09	03/11/25	<p><b>LCSWC</b></p> <p><b>What do you need to know?</b></p> <ul style="list-style-type: none"> <li>Who was Aristotle?</li> <li>Ethos/Pathos/Logos.</li> <li>Example of ethos, pathos, logos.</li> <li>What is formal and informal language.</li> <li>The four different sentence types.</li> </ul> <p><b>Sparxreader:</b>  <a href="https://app.sparxreader.com/">https://app.sparxreader.com/</a>  <i>Students are expected to complete a minimum of 30 minutes using Sparx reader each week</i></p>	<p><b>Aristotle Theory of Persuasion KO.</b></p> <table border="1"> <thead> <tr> <th colspan="2">THE ARISTOTELIAN TRIAD</th> </tr> <tr> <th colspan="2">Strategies people use to appeal to their audiences</th> </tr> </thead> <tbody> <tr> <td> <p><b>Ethos</b></p>  </td> <td> <p>Appeal of personality or character. Establishes the author's credibility.</p> <ul style="list-style-type: none"> <li>Good will</li> <li>Good character</li> <li>Expertise</li> </ul> </td> </tr> <tr> <td> <p><b>Logos</b></p>  </td> <td> <p>Appeal to reason. Establishes a logic argument.</p> <ul style="list-style-type: none"> <li>Statistic/facts</li> <li>Citing authority</li> <li>Data</li> </ul> </td> </tr> <tr> <td> <p><b>Pathos</b></p>  </td> <td> <p>Appeal to the emotions of the audience.</p> <ul style="list-style-type: none"> <li>Fear</li> <li>Duty</li> <li>Hope</li> <li>Empathy</li> </ul> </td> </tr> </tbody> </table>	THE ARISTOTELIAN TRIAD		Strategies people use to appeal to their audiences		<p><b>Ethos</b></p> 	<p>Appeal of personality or character. Establishes the author's credibility.</p> <ul style="list-style-type: none"> <li>Good will</li> <li>Good character</li> <li>Expertise</li> </ul>	<p><b>Logos</b></p> 	<p>Appeal to reason. Establishes a logic argument.</p> <ul style="list-style-type: none"> <li>Statistic/facts</li> <li>Citing authority</li> <li>Data</li> </ul>	<p><b>Pathos</b></p> 	<p>Appeal to the emotions of the audience.</p> <ul style="list-style-type: none"> <li>Fear</li> <li>Duty</li> <li>Hope</li> <li>Empathy</li> </ul>
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			<p><b>Formal versus Informal Writing</b></p> <p><b>Informal language</b> is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. Whereas <b>Formal language</b> is less personal. It is used when writing for professional or academic purposes.</p> <p><b>Sentence Types</b></p> <p><b>Interrogative sentences</b> An interrogative sentence is a sentence that asks a question.</p> <p><b>Imperative sentences</b> An imperative sentence is a sentence that expresses a direct command, request, invitation, warning, or instruction.</p> <p><b>Declarative sentences</b> A declarative sentence is a sentence that makes a statement, provides a fact, offers an explanation, or conveys information.</p> <p><b>Exclamatory sentences</b> An exclamatory sentence is a statement that expresses strong emotion. Typically an exclamatory sentence ends with an exclamation mark.</p>  <p><b>Aristotle</b> was a Greek philosopher who lived and studied in Ancient Greece. Aristotle studied, researched and explored logic, mathematics, physics, biology, politics, medicine, and theatre.</p> 																																
10	10/11/25	<p>Pupils need to learn the following words:</p> <ul style="list-style-type: none"> <li>• Affect</li> <li>• Effect</li> <li>• Whether</li> <li>• weather,</li> <li>• Lose</li> <li>• Loose</li> <li>• Advice</li> <li>• Advise</li> <li>• Whose</li> <li>• who's</li> </ul> <p><b>Sparxreader:</b>  <a href="https://app.sparxreader.com/">https://app.sparxreader.com/</a>  <i>Students are expected to complete a minimum of 30 minutes using Sparx reader each week</i></p>	<p><b>SPaG Homework Sheet.</b>  <b>Available on classcharts.</b></p>																																
11	17/11/25	<p><b>LCSWC</b>  <b>What do you need to know?</b></p> <ul style="list-style-type: none"> <li>• List the persuasive technique.</li> <li>• What are the definitions of each persuasive technique.</li> <li>• Be able to identify the persuasive techniques in texts.</li> <li>• Know what T.A.P (topic, audience, purpose) stands for.</li> <li>• Be able to identify them within a text.</li> </ul>	<p><b>Aristotle Theory of Persuasion KO.</b></p> <table border="1"> <thead> <tr> <th colspan="2">T.A.P Writing Prompts</th> </tr> </thead> <tbody> <tr> <td><b>Topic</b></td> <td>This is the topic that you will write about and helps the writer determine what important information to include.</td> </tr> <tr> <td><b>Audience</b></td> <td>The audience is who you are writing to. (The writer should ask himself, "Who will read this paper?"). It is important that you keep this in mind when you are writing.</td> </tr> <tr> <td><b>Purpose</b></td> <td>This is the reason why you are writing. It could be one of the following: <ul style="list-style-type: none"> <li>• Expository/inform – writing that explains</li> <li>• Descriptive – writing that describes something</li> <li>• Persuasive – writing that persuades/convinces something to do something or view something in a specific way</li> <li>• Narrative/entertain – writing that tells a story</li> </ul> </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Rhetorical Methods</th> </tr> </thead> <tbody> <tr> <td><b>Repetition</b></td> <td>Repeating the important part of the message to make it more memorable.</td> <td><b>Bandwagon</b></td> <td>Using popular people or groups to persuade others to do something.</td> </tr> <tr> <td><b>Emotional Language</b></td> <td>Using language that evokes strong feelings in the reader to persuade them to do something.</td> <td><b>Bandwagon</b></td> <td>Using popular people or groups to persuade others to do something.</td> </tr> <tr> <td><b>Flash and Sizzle</b></td> <td>Using short, snappy phrases to grab attention and persuade the reader to do something.</td> <td><b>Bandwagon</b></td> <td>Using popular people or groups to persuade others to do something.</td> </tr> <tr> <td></td> <td></td> <td><b>Bandwagon</b></td> <td>Using popular people or groups to persuade others to do something.</td> </tr> <tr> <td></td> <td></td> <td><b>Bandwagon</b></td> <td>Using popular people or groups to persuade others to do something.</td> </tr> </tbody> </table>	T.A.P Writing Prompts		<b>Topic</b>	This is the topic that you will write about and helps the writer determine what important information to include.	<b>Audience</b>	The audience is who you are writing to. (The writer should ask himself, "Who will read this paper?"). It is important that you keep this in mind when you are writing.	<b>Purpose</b>	This is the reason why you are writing. It could be one of the following: <ul style="list-style-type: none"> <li>• Expository/inform – writing that explains</li> <li>• Descriptive – writing that describes something</li> <li>• Persuasive – writing that persuades/convinces something to do something or view something in a specific way</li> <li>• Narrative/entertain – writing that tells a story</li> </ul>	Rhetorical Methods				<b>Repetition</b>	Repeating the important part of the message to make it more memorable.	<b>Bandwagon</b>	Using popular people or groups to persuade others to do something.	<b>Emotional Language</b>	Using language that evokes strong feelings in the reader to persuade them to do something.	<b>Bandwagon</b>	Using popular people or groups to persuade others to do something.	<b>Flash and Sizzle</b>	Using short, snappy phrases to grab attention and persuade the reader to do something.	<b>Bandwagon</b>	Using popular people or groups to persuade others to do something.			<b>Bandwagon</b>	Using popular people or groups to persuade others to do something.			<b>Bandwagon</b>	Using popular people or groups to persuade others to do something.
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12	24/11/25	<p>Learn the following spellings:</p> <ul style="list-style-type: none"> <li>• Occurred</li> <li>• Independent</li> <li>• Grateful</li> <li>• Separate</li> <li>• Definitely</li> <li>• Environment</li> <li>• Beginning</li> <li>• Conscious</li> <li>• Embarrass</li> </ul>																																	

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13	1/12/25	<p><b>LCSWC</b></p> <p><b>What do you need to know?</b></p> <ul style="list-style-type: none"> <li>• The different types of sentence signposts.</li> <li>• How to structure a transactional piece of writing.</li> <li>• Be able to identify persuasive techniques in examples.</li> </ul> <p><b>Sparxreader:</b>  <a href="https://app.sparxreader.com/">https://app.sparxreader.com/</a>  <i>Students are expected to complete a minimum of 30 minutes using Sparx reader each week</i></p>	<p><b>Aristotle Theory of Persuasion KO.</b></p> <p><b>STRUCTURING PERSUASIVE WRITING</b></p> <p><b>SENTENCE SIGNPOSTING</b></p> <table border="1"> <thead> <tr> <th>Position</th> <th>Addition</th> <th>Contrast</th> <th>Emphasis</th> </tr> </thead> <tbody> <tr> <td>Firstly</td> <td>In addition</td> <td>Although</td> <td>Importantly</td> </tr> <tr> <td>Secondly</td> <td>Furthermore</td> <td>Nevertheless</td> <td>Significantly</td> </tr> <tr> <td>Thirdly</td> <td>Additionally</td> <td>Whereas</td> <td></td> </tr> <tr> <td>Finally</td> <td>Moreover</td> <td>Alternatively</td> <td></td> </tr> <tr> <td>In conclusion</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Position	Addition	Contrast	Emphasis	Firstly	In addition	Although	Importantly	Secondly	Furthermore	Nevertheless	Significantly	Thirdly	Additionally	Whereas		Finally	Moreover	Alternatively		In conclusion			
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