



Subject: English

	Year 8 – Reading	Year 8 – Writing	Year 8 – Speaking
<p>Mastering</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>You have a detailed understanding of what you've read.</p> <p>You always make developed points.</p> <p>You use precise quotations and they support the points you make.</p> <p>You understand and make use of a wide-ranging vocabulary.</p> <p>You explore key words and structures and discuss the effects they have on the reader.</p> <p>You apply terminology both correctly and appropriately.</p> <p>You infer, analyse and are beginning to evaluate the use of writers' methods.</p> <p>You explore the different ideas and sometimes the perspectives in what you have read.</p> <p>You make detailed comparisons of how writers present different ideas and sometimes different perspectives.</p> <p>You have a detailed understanding of the writer's purpose and how the writer makes the reader think/feel/react.</p> <p>You make useful links between and comment upon texts, writers or characters and their context.</p> <p>You make thoughtful comments on how context that can influence writers and the impact this can have on readers.</p>	<p>Your ideas are imaginative/ effective and appeal to your audience.</p> <p>You choose your tone, style and register to effectively appeal to your audience.</p> <p>You write effectively for the purpose.</p> <p>Your writing is effective. Your ideas are sequenced for effect.</p> <p>Your paragraphs create a coherent whole.</p> <p>You use integrated discourse markers.</p> <p>You use a range of punctuation marks accurately (CAPITALLETTERS . , ? ! " " () -)</p> <p>You can use all sentence types accurately. You sometimes vary the structure of your complex sentences.</p> <p>You use the correct tense. Your word order is accurate.</p> <p>You choose words for their effect and show a clear variety.</p> <p>You have a broad vocabulary and you use it appropriately for your audience.</p> <p>You spell simple / common and frequent complex words correctly. You rarely spell phonetically and have very few problems with homophones.</p>	<p>You can express interesting ideas, information & feelings using a range of vocabulary on challenging issues.</p> <p>You organise and structures your presentation clearly and appropriately to meet the needs of the audience.</p> <p>Your voice and gesture support your audience to understand your ideas.</p> <p>You show interest in listening to questions & feedback.</p> <p>You can respond formally and in some detail.</p> <p>You show respect in responding to others' views and opinions.</p> <p>You use Standard English vocabulary and grammar.</p>
<p>Advancing</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>You have a broad understanding of what you've read.</p> <p>You always make clear points.</p> <p>You always use well selected quotations and they link to the points you make.</p> <p>You have a productive vocabulary.</p> <p>You comment on key words and/or structures and explain the effects they have on the reader.</p>	<p>Your ideas appeal to your audience and are detailed.</p> <p>You use the right tone, style and register to appeal to your audience.</p> <p>The purpose of your writing is clear.</p> <p>Your ideas are carefully structured and well organised.</p> <p>Your paragraphs are in a logical order.</p>	<p>You can express straightforward ideas confidently on wider-world issues, in a formal situation.</p> <p>You attempt to organise and structure your presentations with your audience in mind.</p> <p>You attempt to meet the needs of the audience through your voice and gesture.</p> <p>You listen to questions & feedback.</p>

	<p>You apply terminology correctly.</p> <p>You infer from and analyse the use of the writers' methods.</p> <p>You show a clear understanding of different ideas and sometimes identify perspectives in what you have read.</p> <p>You make comparisons of how writers present different ideas and sometimes perspectives.</p> <p>You have a clear understanding of the writer's purpose and how the writer makes the reader think/feel/react.</p> <p>You make clear links between, and comment upon texts, writers or characters and their context.</p> <p>You can understand the context that can influence writers and the impact this can have on the readers.</p>	<p>You appropriately use discourse markers.</p> <p>You use an increasing range of punctuation marks (CAPITAL LETTERS . , ? ! " " ")</p> <p>You write simple and compound sentences accurately. You use some complex sentences. You use some different sentence starters.</p> <p>You mostly use the correct tense.</p> <p>Your words are in the correct order.</p> <p>You choose some effective and varied words from your broad vocabulary which are appropriate for your purpose & audience.</p> <p>You spell simple / common and some complex words correctly. You are showing confidence with homophones and rarely spell phonetically.</p>	<p>You can provide an appropriate response in a straight forward manner.</p> <p>You show respect for a range of others' views and opinions.</p> <p>You usually use Standard English vocabulary and grammar.</p>
<p>Securing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>You have a useful understanding of most of what you've read.</p> <p>You usually make clear points.</p> <p>You usually use quotations and they usually link to the points you make.</p> <p>You remember what new words mean and remember to use them.</p> <p>You have an understanding of key words and/or structures.</p> <p>You usually make clear comments and inferences on key words and/or structures, and explain the effects they have on the reader.</p> <p>You have started to apply some terminology.</p> <p>You usually make clear inferences, and explain the writers' methods, whilst sometimes analysing.</p> <p>You have an understanding of different ideas in what you have read.</p> <p>You compare how writers present different ideas in different texts.</p>	<p>You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.</p> <p>You usually use the right tone, style and register to appeal to your audience.</p> <p>The purpose of your writing is usually clear.</p> <p>You often put your ideas in the correct order.</p> <p>You sometimes use paragraphs but not always / not always accurately.</p> <p>You sometimes use discourse markers.</p> <p>You use basic punctuation accurately (CAPITAL LETTERS . , ? ! " " ")</p> <p>You often write simple and compound sentences accurately.</p> <p>You usually use the correct tense.</p> <p>Your words are usually in the correct order.</p> <p>You deliberately use some effective words for your purpose and audience.</p>	<p>You can talk with confidence in a formal presentation about hobby or personal experience.</p> <p>You can develop ideas, opinions and descriptions clearly and appropriately for the person(s) you are speaking to.</p> <p>You can use exaggeration, intonation, humour, pace and appropriate body language when presenting.</p> <p>You listen carefully in different contexts.</p> <p>You can ask responsive questions about people's views and give reasons for your own viewpoint.</p> <p>You show respect for other people's views and understand that other opinions are still valid.</p> <p>You can and often do use Standard English vocabulary and grammar (eg passive structures and embedded clauses.)</p>

	<p>You have an understanding of how the writer makes the reader think/ feel / react.</p> <p>You make links between texts, writers or characters and their contexts.</p> <p>You can comment on that context that can influence writers and the impact this can have in the readers.</p>	<p>You generally use the correct spelling of simple / common words. You may have some difficulties with homophones.</p>	
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>You have some useful understanding of what you've read. You identify and select some key words.</p> <p>You make simple points.</p> <p>The quotations or references you use sometimes link to the points you make.</p> <p>You are beginning to guess and remember what new words mean,</p> <p>You ask questions to aid your understanding</p> <p>You show some understanding of which words are the most important.</p> <p>You make some simple comments on key words, the way a text is organized, and the effects they have.</p> <p>You know some language and structure terminology.</p> <p>You attempt to explain the writers' methods and make inferences.</p> <p>You identify some similarities and differences in what you have read.</p> <p>You make some useful comparisons on ideas.</p> <p>You show some understanding of how the writer makes you feel/ think/ react.</p> <p>You make some simple comments about things, writers or characters and context have in common.</p>	<p>You often have the right ideas to appeal to your audience.</p> <p>You often use the right tone and register to appeal to your audience.</p> <p>The purpose of your writing is often clear.</p> <p>You often put your ideas in the correct order.</p> <p>You sometimes use paragraphs but not always / not always accurately.</p> <p>You sometimes use discourse markers.</p> <p>You know about and often use basic punctuation (CAPITALLETTERS . ? !)</p> <p>You are beginning to write in full sentences but your sentences are not always complete.</p> <p>Sometimes your words are not in the correct order.</p> <p>You sometimes use the correct tense.</p> <p>You use simple vocabulary.</p> <p>You mostly chose written rather than spoken expressions.</p> <p>You sometimes rely on phonetic spelling but you generally use the correct spelling of most simple / common words. You select some words well for your purpose.</p>	<p>You can talk with confidence in different school-based contexts.</p> <p>You can make sustained contributions, developing ideas; using adjectives and questions to maintain interest.</p> <p>You can adjust tone, pace, volume and intonation to fit audience and purpose.</p> <p>You can listen carefully in group situations.</p> <p>You can respond to others making helpful comments and developing other people's ideas.</p> <p>You can take on different roles when working with others.</p> <p>You are beginning to show awareness of Standard English (e.g. using pronouns and conjunctions to link ideas)</p>