

## English: Yr.8 Writing

	Ideas, Register, Tone & Style	Paragraphs & Structure	Punctuation & Sentence Structure	Spelling & Vocabulary
<b>Excellence</b>  (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	Your ideas are imaginative/ effective and appeal to your audience.  You choose your tone, style and register to effectively appeal to your audience.  You write effectively for the purpose.	Your writing is effective. Your ideas are sequenced for effect.  Your paragraphs create a coherent whole.  You use integrated discourse markers.	You use a range of punctuation marks accurately (CAPITAL LETTERS . , ? ! " " '() - )  You can use all sentence types accurately. You sometimes vary the structure of your complex sentences.  You use the correct tense. Your word order is accurate.	You choose words for their effect and show a clear variety.  You have a broad vocabulary and you use it appropriately for your audience.  You spell simple / common and frequent complex words correctly. You rarely spell phonetically and have very few problems with homophones.
<b>Secure</b>  (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	Your ideas appeal to your audience and are detailed.  You use the right tone, style and register to appeal to your audience.  The purpose of your writing is clear.	Your ideas are carefully structured and well organised.  Your paragraphs are in a logical order.  You appropriately use discourse markers.	You use an increasing range of punctuation marks (CAPITAL LETTERS . , ? ! " " ' )  You write simple and compound sentences accurately. You use some complex sentences. You use some different sentence starters.  You mostly use the correct tense.  Your words are in the correct order.	You choose some effective and varied words from your broad vocabulary which are appropriate for your purpose & audience.  You spell simple / common and some complex words correctly. You are showing confidence with homophones and rarely spell phonetically.
<b>Developing</b>  (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.  You usually use the right tone, style and register to appeal to your audience.  The purpose of your writing is usually clear.	You often put your ideas in the correct order.  You sometimes use paragraphs but not always / not always accurately.  You sometimes use discourse markers.	You use basic punctuation accurately (CAPITAL LETTERS . , ? ! " " ' )  You often write simple and compound sentences accurately.  You usually use the correct tense.  Your words are usually in the correct order.	You deliberately use some effective words for your purpose and audience.  You generally use the correct spelling of simple / common words. You may have some difficulties with homophones.
<b>Foundation</b>  (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You often have the right ideas to appeal to your audience.  You often use the right tone and register to appeal to your audience.  The purpose of your writing is often clear.	You often put your ideas in the correct order.  You sometimes use paragraphs but not always / not always accurately.  You sometimes use discourse markers.	You know about and often use basic punctuation (CAPITAL LETTERS . ? !)  You are beginning to write in full sentences but your sentences are not always complete.  Sometimes your words are not in the correct order.  You sometimes use the correct tense.	You use simple vocabulary.  You mostly chose written rather than spoken expressions.  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.

## English: Yr.8 Reading

	Identify & Select	Analyse Language & Structure	Compare Ideas & Perspectives	Evaluate
<b>Excellence</b> (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	You have a detailed understanding of what you've read.  You always make developed points.  You use precise quotations and they support the points you make.  You understand and make use of a wide-ranging vocabulary.	You explore key words and structures and discuss the effects they have on the reader.  You apply terminology both correctly and appropriately.  You infer, analyse and are beginning to evaluate the use of writer's methods.	You explore the different ideas and sometimes the perspectives in what you have read.  You make detailed comparisons of how writers present different ideas and sometimes different perspectives.	You have a detailed understanding of the writer's purpose and how the writer makes the reader think/feel/react.  You make useful links between and comment upon texts, writers or characters and their context.  You make thoughtful comments on how context that can influence writers and the impact this can have on readers.
<b>Secure</b> (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	You have a broad understanding of what you've read.  You always make clear points.  You always use well selected quotations and they link to the points you make.  You have a productive vocabulary.	You comment on key words and/or structures and explain the effects they have on the reader.  You apply terminology correctly.  You infer from and analyse the use of the writers' methods.	You show a clear understanding of different ideas and sometimes identify perspectives in what you have read.  You make comparisons of how writers present different ideas and sometimes perspectives.	You have a clear understanding of the writer's purpose and how the writer makes the reader think/feel/react.  You make clear links between, and comment upon texts, writers or characters and their context.  You can understand the context that can influence writers and the impact this can have on the readers.
<b>Developing</b> (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You have a useful understanding of most of what you've read.  You usually make clear points.  You usually use quotations, and they usually link to the points you make.  You remember what new words mean and remember to use them.	You have an understanding of key words and/or structures.  You usually make clear comments and inferences on key words and/or structures, and explain the effects they have on the reader.  You have started to apply some terminology.  You usually make clear inferences, and explain the writers' methods, whilst sometimes analysing.	You have an understanding of different ideas in what you have read.  You compare how writers present different ideas in different texts.	You have an understanding of how the writer makes the reader think/ feel / react.  You make links between texts, writers or characters and their contexts.  You can comment on that context that can influence writers and the impact this can have in the readers.
<b>Foundation</b> (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You have some useful understanding of what you've read. You identify and select some key words.  You make simple points.  The quotations or references you use sometimes link to the points you make.  You are beginning to guess and remember what new words mean,  You ask questions to aid your understanding	You show some understanding of which words are the most important.  You make some simple comments on key words, the way a text is organized, and the effects they have.  You know some language and structure terminology.  You attempt to explain the writers' methods and make inferences.	You identify some similarities and differences in what you have read.  You make some useful comparisons on ideas.	You show some understanding of how the writer makes you feel/ think/ react.  You make some simple comments about things, writers or characters and context have in common.

## English: Yr.8 Spoken Language

	Ideas, Register, Tone and Style	Use spoken word effectively in speeches and presentations	Listen and respond appropriately to spoken language, including to questions and feedback on presentations; shows respect.	Reading Analysis
<b>Excellence</b>  (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	Your ideas are imaginative/effective and appeal to your audience.  You effectively organise and structure your presentations with your audience in mind. You integrate discourse markers.  Your presentation is effective for its purpose.  You have a broad vocabulary, and you use it appropriately for your audience.	You use Standard English vocabulary and grammar.  Your voice and gesture support your audience to understand your ideas.	You show interest in listening to questions and feedback.  You provide detailed responses to questions in a formal manner.  You show respect in understanding others' views and opinions.	You show a detailed understanding of what you've read in the ideas you share.  You use precise quotations, and they support the points you make.  You include correct and appropriate terminology, when applicable.  You infer, analyse, and are beginning to evaluate the use of writers' methods with a detailed understanding of the effect on the reader.
<b>Secure</b>  (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	Your ideas appeal to your audience and are detailed.  You organise and structure your presentations with your audience in mind. You make use of discourse markers.  The purpose of your presentation is clear.  You choose some effective and varied words from your broad vocabulary which are appropriate for your audience and purpose.	You usually use Standard English vocabulary and grammar.  You meet the needs of the audience through voice and gesture.	You listen carefully to questions & feedback.  You can provide an appropriate and detailed response to questions.  You show respect for a range of others' views and opinions.	You show a full understanding of what you have read in the ideas you share.  You use well selected quotations, and they link to the points you make.  You include terminology correctly, where appropriate.  You infer and analyse the use of writers' methods and explain the effects they have on the reader.
<b>Developing</b>  (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.  You attempt to organise and structure your presentations with your audience in mind. You sometimes use discourse markers.  The purpose of your presentation is usually clear.  You deliberately choose some effective words for your purpose and audience.	You can and often do use Standard English vocabulary and grammar (eg passive structures and embedded clauses.)  You adjust the tone, pace, volume and intonation to fit the audience and purpose.	You listen to questions and feedback.  You can provide a detailed response to questions.  You show respect for other views and understand that other opinions are still valid.	You show a useful understanding of what you've read in the ideas you share.  You usually use quotations that link to the points you make.  You have started to include some terminology, where appropriate.  You usually make clear inferences, and explain the writer's methods, usually commenting on the effects on the reader.
<b>Foundation</b>  (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You often have the right ideas to appeal to your audience. These are occasionally detailed.  There is some evidence of organisation in your presentation.  The purpose of your writing is often clear.  You select some words well for your purpose.	You are beginning to show awareness of Standard English (e.g. using pronouns and conjunctions to link ideas)  You occasionally adjust the tone, pace, volume and intonation to fit the audience and purpose.	You can listen carefully in group situations.  You can provide simple responses to questions.  You often listen and accept other people's views and opinions.	You have some useful understanding of what you've read in the ideas you share.  The quotations or references you use sometimes link to the points you make.  You know some language and structural terminology and mention them where appropriate.  You attempt to explain the writers' methods and make inferences and can make simple comments on the effect on the reader.