

Year 8 Spring 1 - Reading

	1-3 I can...	4-6 I can...	7-9 I can...
Lit: Read, understand and respond to poems. Use textual references, including quotations, to support and illustrate interpretations.	<p>Identify some accurate points.</p> <p>Support my interpretations using generally accurate quotations but sometimes my points are a bit vague.</p> <p>Make correct and straightforward inferences on evidence from different points in the poem.</p>	<p>Identify and synthesise most accurate points clearly, including those selected from different places in the poem.</p> <p>Make inferences/deductions and support them using accurate quotations</p> <p align="center">Grade 5/6</p> <p>Identify specific points, including summarising and synthesizing information from different places in the poem.</p> <p>Make specific and secure inferences/deductions about the poem/s using apt quotations to support my main ideas, often exploring different layers of meaning.</p> <p>Ensure my inferences consider wider implications of information, events or ideas in the poem and can explain how small details contribute to the overall meaning.</p>	<p>Identify precise ideas, including summarising and synthesizing information from different places in the poem.</p> <p>Carefully select precise evidence at word and sentence level to support my inferences/interpretations.</p> <p>Begin to develop an insightful interpretation of the poem/s, making connections between insights, teasing out meanings or weighing up evidence.</p>
	Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	<p>Identify some basic language, structural and/or organisational choices made by the writer and can give a straightforward comment.</p> <p>Make straightforward comments on the writer's choices with regards to the impact on the reader.</p> <p>Make some use of subject terminology.</p>	<p>Comment on language, structural and/or organisational choices, showing some awareness of the writer's craft.</p> <p>Comment, showing an awareness of the effect of the writer's choices on the reader.</p> <p>Make clear use of subject terminology.</p> <p align="center">Grade 5/6</p> <p>Analyse, by exploring how language, structural and/or organisational choices support the writer's theme or purpose and can comment on the effect of these on the reader.</p> <p>Make accurate use of subject terminology.</p>

	1-3 I can...	4-6 I can...	7-9 I can...
Lit: Show understanding of the relationships between texts and the contexts in which they were written, understanding the writer's ideas and perspectives.	<p>Identify the main purpose of a text, showing some awareness of the writer's viewpoint.</p> <p>Make straightforward comment(s) on the overall effect of the text on the reader.</p> <p>I can make straightforward comments on the effect that the reader's or writer's context has on the meaning of texts.</p>	<p>Explain the main purpose of a text, often through a general overview, identifying the viewpoints with some explanation.</p> <p>Show some understanding of the effect on the reader and can offer some explanation.</p> <p style="text-align: center;">Grade 5/6</p> <p>Select evidence at word/sentence level when examining the main purpose of a text.</p> <p>Examine a writer's viewpoint and its effect on the reader by offering a developed explanation with close reference to the text.</p> <p>Explain how the contexts in which texts are written and read contribute to meaning.</p>	<p>Begin to develop convincing or insightful comments on writer's purpose, including reference to how viewpoint is established or managed across a text.</p> <p>Begin to develop an appreciation of how a writer uses specific techniques and devices for effect.</p> <p>Show some analysis of how a text is influenced by earlier texts written within the same tradition.</p> <p>Show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</p>
Lit: Maintain and develop an informed personal response.	<p>Respond to the task, giving my opinion and reasons why I think this.</p> <p>Make straightforward evaluative comment(s) on effect(s) on reader.</p> <p>Make straightforward comments on the writer's methods, using evidence from the text.</p>	<p>Respond clearly to the task giving my opinions and making some evaluative comment(s) on effect(s) on the reader.</p> <p>Show some understanding of writer's methods, selecting some appropriate quotations.</p> <p style="text-align: center;">Grade 5/6</p> <p>Make a clear and accurate personal response, evaluating the effect(s) on the reader, showing a clear understanding of writer's methods.</p> <p>Select apt textual references including quotations.</p>	<p>Begin to develop a convincing personal response to the focus of the task, evaluating precisely and in some detail the effect(s) on the reader.</p> <p>Begin to show some insightful understanding of writer's methods.</p> <p>Select a range of well-chosen and precise textual detail.</p>

Year 8 Spring 2 – Writing (Non Fiction)

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	<p>I write using simple vocabulary that shows limited appropriate ideas and content to suit the audience and purpose.</p>	<p>I use a straightforward register, which generally matches purpose and audience and includes appropriate ideas and content.</p> <p>I show an occasional awareness of audience, mostly writing with a straightforward sense of purpose.</p> <p align="center"><i>Grade 5/6</i></p> <p>I use relevant ideas, developing my material with some detail, generally matching purpose and audience, and I begin to offer a clear point of view.</p> <p>I establish a clear sense of audience and the purpose of my writing is clear.</p>	<p>Occasionally writing with imaginative ideas and content, material is developed in detail with a sustained register suitable to audience and purpose.</p> <p>My point is consistently sustained throughout and can be adapted accordingly to sure audience, using a range of stylistic devices to achieve effect.</p>
	<p>I organise the points in my writing by relevance and often write openings and closings.</p> <p>Whilst my ideas are in order, I need to work on organising them into paragraphs as sometimes I write one sentence paragraphs and my ideas can be loosely organised.</p>	<p>My ideas are organised into related points or chronological order, with an appropriate opening and closing, which are sometimes linked.</p> <p>My ideas are usually in a logical sequence but they could be organised better so that they have a greater effect on the reader.</p> <p>I use paragraphs to organise my ideas, using discourse markers accurately.</p> <p align="center"><i>GRADE 5/6</i></p> <p>My writing is structured clearly with organised sentences and appropriate paragraphs, often successfully linking closings back to openings.</p> <p>Within my paragraphs, I can use a range of devices which support cohesion, e.g. secure use of pronouns, connectives, references back to text, making clear links between paragraphs throughout my writing.</p>	<p>My writing is controlled and sequenced, e.g. differing length paragraphs, use of flashback in narrative, etc., with a range of features to clearly signal the overall direction of the text for the reader.</p> <p>Paragraphs clearly support the meaning and purpose of my writing, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs. I use cohesive devices which contribute to the emphasis and effect of my writing and make effective links between paragraphs.</p>
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.			

<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)</p>	<p>I use mostly simple sentences, often connecting my ideas using words like and, but, so.</p> <p>I regularly use full stops, commas, capital letters, question marks and exclamation marks but not always accurately, and opt for simple, generally appropriate vocabulary but I don't use many different words.</p> <p>Common words are often spelled correctly.</p>	<p>I am beginning to build in complex sentences in my writing, using a range of connectives: e.g. if, when, because.</p> <p>My sentences have mostly secure punctuation, including speech punctuation and commas to mark clauses.</p> <p>I make deliberate vocabulary choices and use new words to match my topic with mostly correct spelling of common words and some complex words. Occasionally I make errors in words such as homophones, adverbs and plurals.</p> <p style="text-align: center;">GRADE 5/6</p> <p>I can use a range of sentence types in my writing but sometimes make errors where ambitious structures are attempted.</p> <p>I regularly use connectives to show the relationship between my ideas, e.g. although, on the other hand, meanwhile etc., and opt for a full range of punctuation to demarcate sentences.</p> <p>My vocabulary is chosen to have an effect on the reader and I use a reasonably wide and successful vocabulary.</p> <p>I correctly spell most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.</p>	<p>I can use range of sentence structures in my writing to show my purpose and achieve an effect on my reader, including ambitious syntax choices or starting my sentences with –ly and –ing words to emphasise my ideas.</p> <p>My sentences use the full range of punctuation and are consistently accurate with only occasional errors in ambitious structures.</p> <p>Ambitious and varied vocabulary, generally correctly spelled, is used to match purpose and audience, although choices might not always be apt.</p>
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