

## Year 8 Autumn 1 - Writing

	<b>1-3 I can...</b>	<b>4-6 I can...</b>	<b>7-9 I can...</b>
<b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</b>	<p>Use relevant ideas and content in my writing, developing material with some detail, with a matched register to suit purpose and audience.</p> <p>I establish a clear sense of audience, writing clearly and using the correct form and features of specific types of writing.</p> <p>I write with appropriate style keep to try to my reader interested.</p>	<p>Write with imaginative ideas and content, developing my material in detail with sustained register and a convincing point of view.</p> <p>Confidently establish a sense of audience and adapt my writing accordingly, using a range of stylistic devices to achieve an effect.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>Write imaginatively and I develop my ideas with detail.</p> <p>Use varied register (level of formality) for effect and with some control. I establish an individual voice or point of view which I can sustain throughout, convincingly adapting my writing to suit audience and purpose.</p>	<p>Use content that is distinctive, crafting my writing skilfully for deliberate effect.</p> <p>Adapt register to meet varied writing challenges with distinctive personal voice and style, matched to the intended effect.</p> <p>My writing is skilfully matched and adapted for my audience and to the purpose of the task, using a wide range of forms and conventions to meet varied writing challenges.</p> <p>I use a varied range of stylistic devices distinctively to achieve my intended effect.</p>
<b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>	<p>Structure my writing clearly, organising my sentences into paragraphs, developing my writing, e.g. closings refer back to openings.</p> <p>Write clearly, structuring main ideas across the text to support my purpose, e.g. clear chronological or logical links between paragraphs.</p> <p>Use a range of devices which support cohesion, e.g. secure use of pronouns, connectives, references back to text. I make good links between paragraphs throughout my writing.</p>	<p>Write in a clear, sequential way, e.g. differing length paragraphs, using flashback in narrative, etc. and use a range of features to clearly signal the overall direction of the text for the reader.</p> <p>Ensure that the construction of paragraphs supports the meaning/purpose of my writing, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs. – using devices which contribute to the emphasis, cohesion and effect of my writing.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>Use information, ideas and events to shape and begin to achieve my intended purpose and effect, e.g. development of character, plot, event, or sides of an argument, are paced across the text. I can do this using a variety of devices to deliberately engage the reader.</p> <p>Consciously select the content of my paragraphs to develop the meaning and purpose of my writing, e.g. paragraph length and complexity varied to match narrative pace or development of argument.</p>	<p>Write imaginatively, with a judicious structure of subject matter, shaped for precise purpose and effect.</p> <p>Use a variety of devices creatively and ambitiously to craft and shape my writing for precise, imaginative effect, e.g. last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue. The links between my paragraphs are deliberately chosen for effect.</p>

<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)</p>	<p>Use simple, compound and complex sentences in my writing to make my ideas clear, sometimes making errors where ambitious structures are attempted.</p> <p>Regularly use connectives to show the relationship between my ideas, e.g. although, on the other hand, meanwhile etc., using a full range of punctuation accurately to demarcate sentences, including speech punctuation, brackets and hyphens.</p> <p>Choose vocabulary to have an effect on my reader and I use a reasonably wide vocabulary although I don't always choose the best word.</p> <p>Use correct spelling of most common words including most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.</p>	<p>Use range of sentence structures to show my purpose and achieve an effect on my reader.</p> <p>Start sentences with –ly and –ing words to emphasise ideas, using the range of punctuation accurately with only occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semicolons not always accurate.</p> <p>Use a range of varied and ambitious vocabulary appropriate to purpose and audience, although not always apt.</p> <p>Spell correctly throughout, including some ambitious, uncommon words or words with complex sound/symbol relationships.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>Use different sentence types, including embedded clauses, to achieve my purpose and desired effect, with rare loss of control.</p> <p>Use a wide range of punctuation with a high level of accuracy. My vocabulary (generally varied and ambitious) is consistently, often imaginatively, well matched to my purpose and audience.</p> <p>I have a competent level of accuracy in spelling throughout my writing.</p>	<p>Use imaginative, precise and accurate sentence structures, matched to my purpose and intended effect on the reader.</p> <p>Use a range of imaginative and varied discourse markers for precise effect, incorporating a wide range of punctuation to craft my writing.</p> <p>I write with wide ranging vocabulary used ambitiously, creatively and with precision.</p> <p>I have a high level of accuracy in spelling throughout my writing.</p>
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### Year 8 Autumn 2 - Reading

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
Lit: Read, understand and respond to texts. 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 text.</p>	<p>Identify and synthesise most accurate points clearly, including those selected from different places in the text.</p> <p>Make inferences/deductions and support them using accurate quotations</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>Identify specific points, including summarising and synthesizing information from different places in the text.</p> <p>Make specific, secure inferences/deductions about the text using apt quotations to support my main ideas, often exploring different layers of meaning. These should consider wider implications of information, events or ideas in the text 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 text.</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 text, 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 style="text-align: center;"><b>Grade 5/6</b></p> <p>Analyse, by exploring how language, structural and/or organisational choices support the writer's theme or purpose and comment on the effect of these on the reader, using accurate subject terminology.</p>	<p>Make insightful comments on the extent to which language, structural and/or organisational choices support the writer's theme or purpose, referencing the precise effect these have on the reader.</p> <p>Make accurate and insightful use of subject terminology.</p>

	<b>1-3 I can...</b>	<b>4-6 I can...</b>	<b>7-9 I can...</b>
<b>Lit: Show understanding of the relationships between texts and the contexts in which they were written, understanding the writer's ideas and perspectives.</b>	<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;"><b>Grade 5/6</b></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>
<b>Lit: Maintain and develop an informed personal response.</b>	<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;"><b>Grade 5/6</b></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>