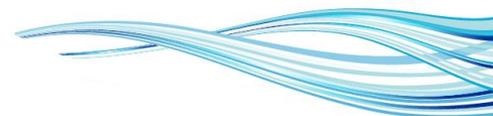
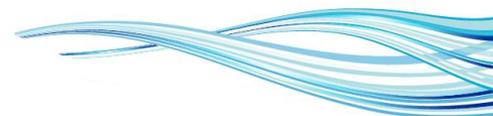


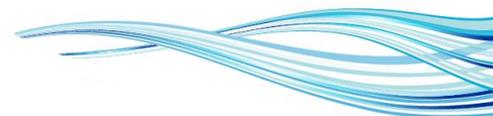
Year 8	English Grade Descriptors Building on Year 7
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p>In reading a student can:</p> <ul style="list-style-type: none">• Provide clear explanation of the impact of the writer’s methods on the reader.• Give straightforward comment on how writers use language to influence the reader and create effects.• Give straightforward comment on how writers use structure to achieve particular effects.• Give a response which identifies obvious points of comparison between writers’ ideas and perspectives.• Give straightforward comments on ideas, events, themes or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show a developing and generally maintained form, appropriate to audience and purpose.• Show a straightforward use of tone, style and register.• Show mostly successful communication of ideas with a developing sense of control and coherence.• Show some attempt to structure a response, linking relevant ideas.• Show the ability to write in paragraphs using some discourse markers, although these may not always appropriate.
Expected	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show the selection of explicit and some implicit information and ideas from one or more texts.• Identify textual references and there is some consideration of effect.• Identify structural devices and there is some consideration of effect.• Select straightforward quotations/references to develop ideas although not always consistent.• Demonstrate the ability to comment on how the writer’s methods have an impact on the reader, although these may be inconsistent. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show a clear awareness of the need to adapt form to the audience and purpose.• Demonstrate a tone, style and register that is generally appropriate to the purpose, form and audience.• Write in a way that is mostly engaging and has a range of connected ideas.• Usually use coherent paragraphs with a range of discourse markers.



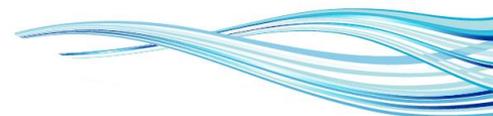
Above	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show clear evidence of the selection of implicit and explicit information and ideas from one or more texts.• Give a clear explanation of how writers use language to achieve effects and influence the writer.• Give a clear explanation of how writers use structure to achieve effects.• Give a clear comparison of how writers' ideas and perspectives are conveyed.• Provide clear evaluative comments of the ideas, events, themes and settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show that their register is generally matched to audience.• Provide content generally matched to purpose.• Show sentence demarcation is mostly secure and accurate.• Use a range of punctuation mostly with success.• Use a variety of sentence forms for effect.
Exceptional	<p>In reading a student can:</p> <ul style="list-style-type: none">• Confidently identify both implicit and explicit information and ideas from one or more texts.• Show a clear and controlled analysis of how writers use language to achieve effects and influence the reader.• Show a clear and controlled analysis of how writers use structure to achieve effects.• Show a clear and controlled comparison of how writers' ideas and perspectives are conveyed.• Show a clear and controlled analysis of the success of the text including ideas, events, themes and settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show that their register is consistently matched to audience.• Show content consistently matched to purpose.• Show that their sentence demarcation is consistently secure and accurate.• Use a wide range of punctuation with a high level of accuracy.



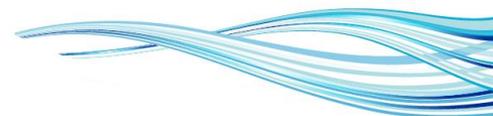
Year 8	English Grade Descriptors Building on Year 7
Progress Grade	Data Drop 2 - Spring Term
Working Towards	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select relevant evidence from one or more texts although not always supporting their points.• Identification of textual references but may not explain effects.• Identification of structural devices but may not explain effects.• Straightforward quotations/references.• Some attempt to comment on the writer's methods and the impact on the reader. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• A developing variety of sentence structures for purpose and effect including an attempt at some complex sentences.• A generally accurate range of punctuation.• Accurate spelling of simple words.• Increasingly accurate spelling of complex words and those containing irregular patterns.• The use of structural and grammatical features in non-fiction writing with varying success.
Expected	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select relevant evidence from one or more texts that generally supports their points.• Textual references are identified and there is some consideration of effect.• Identification of structural devices and there is some consideration of effect.• The selection of straightforward quotations/references to develop ideas although not always consistent.• The ability to comment on how the writer's methods have an impact on the reader, although these may be inconsistent. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Coordination and subordination are used with some degree of success but are not always accurate.• A competent use of Standard English.• Usually, effective use of structural and grammatical features in non-fiction writing.• Clear and logical development of plot/sequencing in narrative or descriptive writing.• A variety of different sentence structures for purpose and effect, including complex sentences.



Above	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select appropriate evidence from one or more texts that supports their points.• Selection of textual references that are appropriate and effects are explained.• Selection of structural devices that are appropriate and effects are explained using relevant subject terminology.• The selection of some appropriate quotations/references from both texts.• Clear explanation of the impact of the writer's methods on the reader. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Vocabulary clearly chosen for effect and appropriate use of linguistic devices.• Usually effective use of structural features.• Writing that is engaging, with a range of connected ideas.
Exceptional	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• Balanced and well-chosen evidence supports points effectively.• The ability to select and explore well-chosen textual references in detail.• A balanced selection of well-chosen quotations.• A clear analysis of the effect/impact that the writer's methods have on the reader. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.• Increasingly sophisticated vocabulary use and phrasing, chosen for effect with a range of successful linguistic devices.• Effective use of structural features.



Year 8	English Grade Descriptors Building on Year 7
Progress Grade	Data Drop 3 - Summer Term
Working Towards	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• A straightforward awareness of the connections between texts.• Use of subject terminology.• Some straightforward comments in response to theme, language and/or structure.• The selection of some textual references which occasionally support views and comments. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• A developing range of vocabulary choices showing clear awareness of audience and purpose.• Some evidence of vocabulary being selected for deliberate effects.• Mostly successful communication of ideas with a developing sense of control and coherence.• A developing conscious use of vocabulary for effect along with some linguistic devices.• Direction in the development of plot/sequencing in narrative or descriptive writing.
Expected	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• A developing understanding of the connections between texts.• Use of subject terminology although not always relevant or explained.• Use of subject terminology.• A developing explanation of theme, language and/or structure across the texts.• The ability to support comments with some undeveloped examples from the text. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• An increasingly varied range of vocabulary choices showing clear understanding of audience and purpose.• Vocabulary which is consistently selected for deliberate effects.• Mostly secure control of tense agreement.• The ability to a clearly communicate ideas with increasing success.• Vocabulary that is clearly chosen for effect and a broadening range of linguistic devices.



Above	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• A clear understanding of the connections between texts.• Consistent and relevant use of subject terminology.• Clear and appropriate explanation in response to theme, language and/or structure across the texts.• The ability to offer quotations from the text to support and explain their comments. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Usually, coherent paragraphs with range of discourse markers.• Mostly uses Standard English appropriately with mostly controlled grammatical structures.• Generally accurate spelling, including complex and irregular words.
Exceptional	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select and explore structural devices in detail using relevant subject terminology to develop and support analysis.• A confident analysis of theme, language and/or structure across the texts.• The ability to support comments by using appropriate and well-chosen quotations.• Confident understanding of the connections between texts.• Controlled use of subject terminology is used to support and develop analysis. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Uses Standard English consistently and appropriately with secure control of complex grammatical structures.• High level of accuracy in spelling, including ambitious vocabulary.• Effective use of structural features.• Writing is engaging, using a range of clear connected ideas.• Coherent paragraphs with integrated discourse markers.