

Subject: English

These are the objectives a student on each Pathway needs to achieve by the end of year 8, to ensure they are making expected progress:

	Reading	Writing
Exceptional performance	<ul style="list-style-type: none"> • Read between the lines and offer a number of explanations about what the writer is implying • Use a range of evidence from texts to support my ideas • Use quotes skilfully by inserting them into my own sentences (embedded quotes) • Zoom in (ZI) and comment clearly on the effect of specific language (and structural features) • Mostly identify and label the techniques used by a writer • Make clear comments about the similarities/differences between two texts • Read two texts and make a clear comment on the different ideas and opinions of the two writers • Make clear comments about how the ideas in the text link to the period of time in which it was written (social, cultural, historical context) 	<ul style="list-style-type: none"> • Communicate in a clear and effective way throughout a text and my writing engages the reader • Use language which matches purpose, audience and form throughout a text • Use increasingly sophisticated language from outside my own vocabulary to affect the reader by implying meaning • Use a wide range of language features which match the purpose, audience and form of a text • Organise the structure of a text to make my writing effective • Organise my ideas within a paragraph in a logical way to keep the reader engaged • Use sentence punctuation accurately at all times • Use a wider range of punctuation with increasing accuracy most of the time • Use punctuation to make meaning clearer and to emphasise key parts of a text • Use a variety of sentence structures for effect and to keep the reader engaged • Write fluently using Standard English (correct grammar and vocabulary) with more consistency • Spell accurately, including complex and irregular words, throughout a detailed piece of writing
Pathway 1	<ul style="list-style-type: none"> • Read between the lines and offer clear explanation about what the writer is really saying – sometimes adding more than one interpretation • Use evidence from a text to support my ideas • Zoom in (ZI) and make clear comments about the words a writer has used (and structural features) and I go into more detail about some words • In some cases, embed my quotes into my answer • Mostly identify and label the techniques used by a writer • Make some clear comments about the similarities/differences between two texts • Read two texts and make a clear comment on the different ideas and opinions of the two writers 	<ul style="list-style-type: none"> • Communicate in a clear and effective way throughout a text • Use language which matches purpose, audience and form throughout a text • Use ambitious language from outside my own vocabulary to affect the reader by implying meaning • Use a wide range of language features which match the purpose, audience and form of a text • Organise the structure of a text to make my writing effective • Organise my ideas within and across carefully constructed paragraphs • Use sentence punctuation accurately at all times • Use a wider range of punctuation with increasing accuracy • Use punctuation to make meaning clearer and to emphasise key parts of a text

KS3 Assessment – Year 8 Progress Grid

	<ul style="list-style-type: none">• Make clear comments about how the period of time a text was written in is shown through the ideas in the text (social, cultural, historical context)	<ul style="list-style-type: none">• Use a wider range of sentence structures and use the word order within sentences to emphasise key points• Write fluently using Standard English (correct grammar and vocabulary) with more consistency• Spell accurately, including complex words, throughout a detailed piece of writing
Pathway 2	<ul style="list-style-type: none">• Read texts and make simple comments about the writer was really hinting at• Use some evidence from the texts to support my ideas and most of my ideas are backed up with appropriate evidence• Make simple comments about the effect of language (and structure) and I have started to explain the effect of some words in more detail• Choose appropriate words to comment on and I occasionally identify and label the techniques used• Make simple statements about the difference or similarities between texts• Read two texts and make simple comments about what the two writers think and I can make a simple comment about how their ideas and opinions are different• Show some understanding of the period of time in which the text was written (social, cultural, historical context)	<ul style="list-style-type: none">• Communicate in a logical way with some success• Use language, which matches purpose, audience and form with some success• Choose more adventurous vocabulary to make my writing more engaging• Add more detail to my paragraphs and develop sentences in a logical order with some success• Write in paragraphs using topic sentences to help the reader understand what the paragraph will be about• Use sentence punctuation correctly most of the time• Use a variety of punctuation correctly, most of the time, (with some occasional slips)• Attempt a variety of sentence forms with some success• Use a wider range of connectives (<i>although, on the other hand</i>).• Use Standard English (correct grammar and vocabulary) with occasional slips
Pathway 3	<ul style="list-style-type: none">• Make some simple and limited comments about what the writer is suggesting• Pick out details from the text although some may not always support my ideas or be relevant• Make simple comments about the effect of language and I have started to explain the effect of some words in some detail• Choose a word to comment on and I am sometimes able to correctly identify the technique used• Make simple comments about the difference or similarities between texts• Read two texts and make simple comments about what the two writers think and make a simple comment about how their ideas and opinions are different• Show simple understanding of the period of time in which the text was written (social, cultural, historical context)	<ul style="list-style-type: none">• Communicate in a simple way by joining ideas together in my writing• Choose words to match the audience I am writing for and the type of writing I am doing• Use simple words but sometimes I choose a word which is more exciting• Organise my writing in a simple way with an opening and a conclusion• Show I understand the need to use paragraphs by linking some sentences together in sections/paragraphs• Use a simple range of connectives <i>e.g. and, when, but, because</i>• Use full stops and capital letters (but I occasionally make mistakes)• Use commas in a list and exclamation and question marks at the end of a sentence• Use a simple range of sentence forms• Attempt to vary sentences <i>e.g. simple sentences and longer sentences</i>• Spell basic words accurately and some longer function words <i>e.g. because, although</i>