

Year 8	Curriculum Checkpoints: What do students know and what can they do?			
Reading				
	Developing	Securing	Mastering	Excelling
understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	<p>Simple, most obvious points identified though there may also be some misunderstanding.</p> <p>Some relevant points identified. Comments supported by some generally relevant textual reference or quotation.</p>	<p>Most relevant points clearly identified, including those selected from different places in the text. Comments generally supported by relevant textual reference or quotation, even when points made are not always accurate</p>	<p>Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text. Commentary incorporates apt textual reference and quotation to support main ideas or argument</p>	<p>Increasing precision in selection and application of textual reference to the point being made. Increasing ability to draw on knowledge of other sources to develop or clinch an argument.</p>
deduce, infer or interpret information, events or ideas from texts	<p>Straightforward inference based on a single point of reference in the text. Responses to text show meaning established at a literal level.</p> <p>Comments make inferences based on evidence from different points in the text. Inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content</p>	<p>Comments develop explanation of inferred meanings drawing on evidence across the text. Comments make inferences and deductions based on textual evidence.</p>	<p>Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them. Comments consider wider implications or significance of information, events or ideas in the text.</p>	<p>Comments develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence,</p>
identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	<p>Some structural choices identified with simple comment. Some basic features of organisation at text level identified.</p> <p>A few basic features of organisation at text level identified, with little or no linked comments.</p>	<p>Comments on structural choices show some general awareness of writer's craft. Various features relating to organisation at text level, including form, are clearly identified, with some explanation.</p>	<p>Some detailed exploration of how structural choices support the writer's theme or purpose. Comment on how a range of features relating to organisation at text level contribute to the effects achieved.</p>	<p>Some evaluation of the extent to which structural choices support the writer's theme or purpose. Some appreciation of the skill with which a range of features relating to organisation at text level are used.</p>
explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	<p>Some basic features of writer's use of language identified. Simple comments on writer's choices.</p> <p>A few basic features of writer's use of language identified, but with little or no comments.</p>	<p>Various features of writer's use of language identified, with some explanation. Comments show some awareness of the effect of writer's language choices.</p>	<p>Some detailed explanation, with appropriate terminology, of how language is used. Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader.</p>	<p>Comments begin to develop precise, perceptive analysis of how language is used. Some appreciation of how the writer's language choices contribute to the overall effect on the reader.</p>
identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	<p>Main purpose identified. Simple comments show some awareness of writer's viewpoint. Simple comment on overall effect on reader.</p> <p>Comments identify main purpose. Express personal response but with little awareness of writer's viewpoint or effect on reader.</p>	<p>Main purpose clearly identified, often through general overview. Viewpoint in texts clearly identified, with some, often limited, explanation. General awareness of effect on the reader, with some, often limited, explanation.</p>	<p>Evidence for identifying main purpose precisely located at word/ sentence level or traced through a text. Viewpoint clearly identified and explanation of it developed through close reference to the text. The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created.</p>	<p>responses begin to develop some analytic or evaluative comment on writer's purpose. Responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text. Responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do.</p>
relate texts to their social, cultural and historical traditions	<p>Features common to different texts or versions of the same text identified, with simple comment. Simple comment on the effect that the reader's or writer's context has on the meaning of texts.</p> <p>Some simple connections between texts identified. Recognition of some features of the context of texts.</p>	<p>Comments identify similarities and differences between texts, or versions, with some explanation. Some explanation of how the contexts in which texts are written and read contribute to meaning.</p>	<p>Some exploration of textual conventions or features as used by writers from different periods. Some detailed discussion of how the contexts in which texts are written and read affect meaning,</p>	<p>Responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition. Some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</p>

Year 8	Curriculum Checkpoints: What do students know and what can they do?			
Writing				
	Developing	Securing	Mastering	Excelling
	<p>Some good word choices</p>	<p>Some ideas expressed clearly. Use simple adjectives.</p>	<p>Texts try to engage reader's interest by specific techniques</p>	<p>Relevant material is developed confidently and with interesting use of</p>

Write imaginative, interesting and thoughtful texts	Some relevant ideas	Ideas generally clear and engaging	Texts are interesting and engaging in parts, using techniques to control reader's reactions	Relevant material is developed coherently and with interesting use of varied techniques
Produce texts which are appropriate to purpose, audience and format	Some features of form	Some attention to reader	Consistent reference to audience and purpose	Appropriate and engaging style which challenges the purpose and audience
	Some basic purpose	Purpose established generally	Style wholly appropriate to purpose and audience. Key markers are used throughout	
		Text is mostly for purpose. Initial reference to audience		
Organise and present whole texts effectively, sequencing and structuring information & ideas	Openings and closings sometimes signalled	Piece has beginning, middle and ending	Structure of text seen clearly. Reader follows sequence supported by markers	Various structural effects are used. Consistent grasp of effects of structure on text
	Some basic sequencing of ideas	Clear order established. Paragraphs link together well	Reader follows a developed, engaging argument with ideas sequenced logically	
Construct paragraphs and use cohesion within and between paragraphs	Some simple pronouns	Some links between sentences	Clear paragraphs, organised logically. Links made clearly refer to previous points	Ideas are linked imaginatively throughout the text. Paragraphs are used for effect
		No paragraphs are used	Ideas are linked thoroughly throughout the text. Paragraphs are used for effect	
	Ideas grouped by content	Some evidence of paragraphs		
Vary sentences for clarity, purpose and effect	Some variation in sentences starters	Some use of grammatically complex sentences	Range of simple and complex sentences contribute to the effectiveness of the writing	Range of sentence structures create interest and challenge the reader
	Use of <i>and</i>	Basic structure of sentences is correct	Simple and complex sentences used	
Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Mostly grammatically correct	Punctuation to mark boundaries is used accurately. Expression generally correct	A full range of punctuation is used correctly to clarify meaning and express ideas accurately	Correct punctuation and expression is used imaginatively to create impact and tone
	Capital letters and full stops	Limited use of speech marks	A range of punctuation is used, usually correctly to clarify meaning	
		Capital letters full stops questions marks, exclamation marks and list commas used		
Select appropriate and effective vocabulary	Speech-like vocab	Beginning to use vocabulary accurately	Varied vocabulary contributes to the effectiveness of writing. Some extended vocab seen.	Effective vocabulary used to create effect and variety. Wide range of vocabulary shown throughout.
	Some adventurous word choices	Simple appropriate vocab used. Some words selected for effect.	Vocabulary reasonably wide, though some words may not be used precisely.	
Use correct spelling	Common, single morpheme words correct	Spelling of simple words and common polysyllabic words is generally accurate	Spelling is generally accurate, although there may be errors in difficult words. Few difficult words are shown.	Spelling, including complex irregular words, is correct. Some extended vocabulary seen.
		Spelling of simple words is usually accurate.	Spelling is usually accurate, including words with complex regular patterns	
		Some multiple morpheme words correct		

Year 8		Curriculum Checkpoints: What do students know and what can they do?			
Speaking and Listening		Developing	Securing	Mastering	Excelling
Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	<ul style="list-style-type: none"> recount experiences and imagine possibilities, often connecting ideas vary talk in simple ways to gain and hold the attention of the listener make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listener 	<ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<ul style="list-style-type: none"> express and explain relevant ideas and feelings, with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose and context 	<ul style="list-style-type: none"> explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands 	
	<ul style="list-style-type: none"> listen and respond to the speaker, making simple comments and suggestions. make helpful contributions when speaking in turn, in pairs, and in small groups 	<ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 	<ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker's ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions 	<ul style="list-style-type: none"> engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion 	
Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions			<ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups 		

<p>Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</p>	<ul style="list-style-type: none"> • extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 	<ul style="list-style-type: none"> • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios • show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<ul style="list-style-type: none"> • show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and ada 	<ul style="list-style-type: none"> • demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
---	--	--	--	--