

Year 8

PATHWAY	G	R	O	W
Reading	<p>I consistently read for pleasure</p> <p>I can use strategies to define unfamiliar and challenging vocabulary that I encounter when reading.</p> <p>I can understand, explain and extract explicit details from a range of challenging texts including prose, plays and poems.</p> <p>I can give personal opinions supported with valid and developed justifications and evidence.</p> <p>I can analyse similarities and differences between two texts with supporting evidence.</p> <p>I can make relevant comment/s about the text in my own words referring repeatedly to key words from the question showing a depth of understanding.</p> <p>I can select a range of relevant examples/ quotations</p>	<p>I regularly read for pleasure</p> <p>I attempt to predict definitions of unfamiliar vocabulary.</p> <p>I can understand, explain and extract explicit details from a range of texts including prose, plays and poems.</p> <p>I can give personal opinions supported with valid and developed justifications.</p> <p>I can explain similarities and differences between two texts with supporting evidence.</p> <p>I can make relevant comment/s about the text in my own words referring repeatedly to key words from the question showing a depth of understanding.</p> <p>I can select a range of relevant examples/ quotations</p> <p>I can explain clearly the effects of the writer's choices of language</p>	<p>I meet the teacher's set expectations of reading each week</p> <p>I ask for definitions of unfamiliar vocabulary.</p> <p>I can understand, explain and extract explicit details from selected texts including prose and poems.</p> <p>I can give personal opinions supported with valid justifications.</p> <p>I can explain similarities and differences between two texts.</p> <p>I refer to the key word from the question followed by a relevant comment/s in my own words</p> <p>I can select some appropriate examples and use quotation marks correctly where required</p> <p>I can offer simple but relevant comment on the effect of language</p>	<p>I generally meet the teacher's set expectations of reading each week</p> <p>I ask for definitions of unfamiliar vocabulary.</p> <p>I can understand and extract explicit details from selected texts including prose and poems.</p> <p>I can give personal opinions supported with straightforward justifications.</p> <p>I can identify similarities and differences between two texts.</p> <p>I refer to the key word from the question.</p> <p>I can select simple examples/ quotations</p> <p>I attempt to comment on the effect of language</p> <p>I can make simple use of linguistic (language) subject terminology, mostly accurately</p>

	<p>I can explain clearly the effects of the writer's choices of language</p> <p>I can make clear and accurate use of a range of linguistic (language) subject terminology</p> <p>I can show clear awareness of writer's intentions regarding their use of language and consider the impact on the reader</p> <p>I can offer simple but relevant comment on the effect of structure</p> <p>I can make correct use of several examples of basic structural subject terminology</p> <p>I can show some awareness of writer's intentions regarding their use of structure and consider the impact on the reader</p>	<p>I can make clear and accurate use of a range of linguistic (language) subject terminology</p> <p>I can show clear awareness of writer's intentions regarding their use of language and consider the impact on the reader</p> <p>I can offer simple but relevant comment on the effect of structure</p> <p>I can make simple use of structural subject terminology, mostly accurately</p>	<p>I can make correct use of several examples of basic linguistic (language) subject terminology</p> <p>I can show some awareness of writer's intentions regarding their use of language and consider the impact on the reader</p> <p>I attempt to comment on the effect of structure</p> <p>I can make simple use of structural subject terminology, mostly accurately</p>	<p>I can mention the writer's intentions and/or reader</p> <p>I attempt to comment on the effect of structure</p> <p>I can make simple use of structural subject terminology, sometimes accurately</p>
Writing	<p>I can communicate with some sustained success and with some sustained attempt to match tone, style and register to purpose and audience.</p>	<p>I can communicate with some sustained success and with some sustained attempt to match tone, style and register to purpose and audience.</p>	<p>I can communicate with some success; my response is of a reasonable length. I attempt to match tone, style and register to purpose and audience.</p>	<p>I can communicate my ideas simply; my response is of a reasonable length. I can show awareness of matching tone, style and register to purpose and audience.</p>

	<p>I can mostly use Standard English appropriately with no grammatical errors.</p> <p>I can use paragraphs appropriately with signs of paragraphing for impact.</p> <p>I can use a wide range of punctuation with only minimal errors. I can use capital letters accurately in all cases.</p> <p>I can choose vocabulary for effect in most cases</p> <p>I can use several linguistic devices.</p> <p>I can spell accurately in all cases.</p>	<p>I can mostly use Standard English appropriately with no grammatical errors.</p> <p>I can sequence ideas logically with evidence of paragraph breaks.</p> <p>I can use a range of punctuation generally correctly. I can use capital letters accurately in all cases.</p> <p>I can choose vocabulary for effect in most cases</p> <p>I can use two linguistic devices.</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>	<p>I can show some more successful use of Standard English with generally correct control of grammatical structures.</p> <p>I can sequence ideas logically with evidence of paragraph breaks.</p> <p>I can use a range of punctuation generally correctly. I can use capital letters accurately in all cases.</p> <p>I am beginning to vary vocabulary more frequently</p> <p>I can use two linguistic devices.</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>	<p>I can show some more successful use of Standard English with generally correct control of grammatical structures.</p> <p>I can sequence ideas logically with evidence of paragraph breaks.</p> <p>I can use a range of punctuation generally correctly. I can use capital letters accurately in all cases.</p> <p>I can use simple vocabulary with one or two more ambitious vocabulary choices</p> <p>I can use two linguistic devices.</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>
Spoken Language	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I mostly maintain Standard English</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I attempt to maintain Standard English</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I attempt to maintain Standard English</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I attempt to maintain Standard English</p>

	I can contribute during class discussions.	I can contribute during class discussions.	I can contribute during class discussions.	I can contribute during class discussions.
	I can read aloud clearly (novels, plays, poems etc.)	I can read aloud clearly (novels, plays, poems etc.)	I can read aloud clearly (novels, plays, poems etc.)	I can read aloud clearly (novels, plays, poems etc.)
Knowledge (all pathways)	<p>I can understand the impact of war on society and Literature.</p> <p>I can show that I know about the canon and its place in the history of Literature</p> <p>I can recognise the role that contextual factors have on the creation and impact of a text.</p> <p>I can structure a letter, speech and article.</p> <p>I can provide definitions of all Year 7 and 8 subject terminology.</p>			