Year 8				
PATHWAY	G	R	0	W
Reading	I consistently read for pleasure	I regularly read for pleasure	I meet the teacher's set	I generally meet the teacher's set
			expectations of reading each	expectations of reading each
	I can use strategies to define	I attempt to predict definitions of	week	week
	unfamiliar and challenging	unfamiliar vocabulary.		
	vocabulary that I encounter when		I ask for definitions of unfamiliar	I ask for definitions of unfamiliar
	reading.	I can understand, explain and extract explicit details from a	vocabulary.	vocabulary.
	I can understand, explain and	range of texts including prose,	I can understand, explain and	I can understand and extract
	extract explicit details from a	plays and poems.	extract explicit details from	explicit details from selected texts
	range of challenging texts		selected texts including prose and	including prose and poems.
	including prose, plays and poems.	I can give personal opinions	poems.	
		supported with valid and		I can give personal opinions
	I can give personal opinions	developed justifications.	I can give personal opinions	supported with straightforward
	supported with valid and		supported with valid justifications.	justifications.
	developed justifications and	I can explain similarities and		
	evidence.	differences between two texts	I can explain similarities and	I can identify similarities and
		with supporting evidence.	differences between two texts.	differences between two texts.
	I can analyse similarities and			
	differences between two texts	I can make relevant comment/s	I refer to the key word from the	I refer to the key word from the
	with supporting evidence.	about the text in my own words	question followed by a relevant	question.
		referring repeatedly to key words	comment/s in my own words	1
	I can make relevant comment/s	from the question showing a	1	I can select simple examples/
	about the text in my own words	depth of understanding.	I can select some appropriate	quotations
	referring repeatedly to key words	<u> </u>	examples and use quotation	1
	from the question showing a	I can select a range of relevant	marks correctly where required	l attempt to comment on the
	depth of understanding.	examples/ quotations	<u></u>	effect of language
		l	I can offer simple but relevant	1
		I can explain clearly the effects of	comment on the effect of	I can make simple use of linguistic
	I can select a range of relevant	the writer's choices of language	language	(language) subject terminology,
	examples/ quotations			mostly accurately

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

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

	I can contribute during class	I can contribute during class	I can contribute during class	I can contribute during class	
	discussions.	discussions.	discussions.	discussions.	
	1				
	I can read aloud clearly (novels,	I can read aloud clearly (novels,	I can read aloud clearly (novels,	I can read aloud clearly (novels,	
	plays, poems etc.)	plays, poems etc.)	plays, poems etc.)	plays, poems etc.)	
Knowledge	I can understand the impact of war on society and Literature.				
(all pathways)					
	I can show that I know about the canon and its place in the history of Literature				
	I can recognise the role that contextual factors have on the creation and impact of a text.				
	I can structure a letter, speech and article.				
	I can provide definitions of all Year 7 and 8 subject terminology.				