



# Year 8 English

## Age Related Expectations

-All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

The curriculum in key stage 3 builds on the knowledge and skills that pupils have been taught at key stage 2. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and pupils' confidence and competence in this area will continue to develop. Pupils are expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They build on their knowledge of grammar and vocabulary through analysing more challenging texts.

	Key Performance Indicators	Age Related Expectations
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>- Knows and understands the differences between spoken and written language.</li> <li>- Uses Standard English confidently in their own speech.</li> <li>- Can make use of dramatic techniques such as freeze frame, conscience alley and thought tracking to convey action, character, atmosphere and tension.</li> <li>- Can use intonation, volume silence and action to add impact to a performance.</li> <li>- Reflects on and evaluates their own presentations and those of others.</li> </ul>	<p>A child should speak confidently and effectively through using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>They should give short speeches and presentations, expressing their own ideas and keeping to the point.</p> <p>They are able to improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Maintains a positive attitude to reading and recommends books to their peers, giving reasons for their choice. Identifies and comments on relevant points, information, ideas and events in texts supported by using quotations.</li> <li>- Can deduce, infer or interpret information, events or ideas based on evidence from different places in the text.</li> <li>- Learns new vocabulary and understands it with the help of context and a dictionary.</li> <li>- Recognises a range of poetic conventions and is able to comment on their effect.</li> <li>- Can identify and compare similarities and differences and how they are conveyed across different texts.</li> <li>- Can comment on the setting, plot and characterisation in a text, and the effects of these.</li> </ul>	<p>A child should be able to choose and read books independently for challenge, interest and enjoyment.</p> <p>A child should be able to understand increasingly challenging texts.</p> <p>They should read critically and make comparisons across texts.</p>
<b>Writing (Composition)</b>	<ul style="list-style-type: none"> <li>- Produces texts which are appropriate to task, reader and purpose.</li> <li>- Uses a range of sentence structures to give clarity and emphasise meaning with use of adverbials, prepositional phrases and non-finite clauses.</li> <li>- Can summarise and organise material.</li> <li>- Uses a range of stylistic devices including precise vocabulary to develop descriptions.</li> <li>- Can amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</li> </ul>	<p>By the end of year 8 a child should be increasingly able to write accurately, fluently, effectively and at length for pleasure. This will include non-fiction texts, stories and other imaginative writing.</p> <p>A child should understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>They should plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended.</p>
<b>Writing (Vocabulary, punctuation and grammar)</b>	<ul style="list-style-type: none"> <li>- Moves between levels of formality through selecting vocabulary precisely and by manipulating grammatical structure.</li> <li>- Understands the different situations for using Standard and other varieties of English.</li> <li>- Draws on new vocabulary and grammatical constructions from their reading, and uses these in their writing to achieve particular effects.</li> <li>- Can comment on the effectiveness and impact of grammatical features of when analysing texts.</li> <li>- Uses the full range of punctuation accurately including brackets, colons, semi-colons, ellipsis and dashes.</li> </ul>	<p>A child is applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p>
<b>Transcription and Spelling</b>	<ul style="list-style-type: none"> <li>- Uses knowledge of morphology and etymology in spelling.</li> <li>- Knows the spelling of some words needs to be learnt specifically.</li> <li>- Uses a variety of strategies for spelling that can be applied to previously unseen words.</li> <li>- Can spell complex words correctly ,e.g. occasionally , occurrence,</li> <li>- Applies prefixes and suffixes accurately.</li> <li>- Can spell past and present tense inflections (ed, s) and plurals.</li> </ul>	<p>A child is applying the spelling patterns and rules learnt in KS1 &amp; KS2.</p> <p>They maintain legibility, fluency and speed in handwriting.</p>