

|         |      | Year 8   | Curriculum Checkpoints: What do students know and what can they do?  |  |   |
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| English |      | Summative Content  | Developing   | Securing   | Flourishing   |
| Writing | WAF1 | Produce texts which are appropriate to form, audience and purpose.   | <b>Occasional</b> conventions of form met with occasional use of creative/persuasive features to meet purpose. <b>Beginning</b> to show an awareness of requirements of audience.  | <b>Some</b> use of creative/persuasive features throughout to meet purpose. <b>Simple</b> requirements of audience and form met.   | Style usually appropriate to form and audience. Key creative/persuasive features are used <b>clearly</b> throughout.  |
|         | WAF2 | Organise and present whole texts effectively.  | Sequencing of ideas <b>occasionally</b> evident. Openings and closings are <b>beginning</b> to be signalled.   | <b>Some</b> clear order established. Paragraphs link together <b>simply</b> . Piece has beginning, middle and end. Reader follows sequence supported by <b>some</b> discourse markers.                               | <b>Usually</b> engaging argument created with a <b>clear</b> sequence and accurately used discourse markers.  |
|         | WAF3 | Vary sentences for clarity, purpose and effect.  | Variation in sentences starters and types. Past and present tense <b>generally</b> consistent.   | <b>Greater variation in sentence starters. Simple and complex sentences used.</b>  | <b>Range</b> of simple and complex sentences contribute to the effectiveness of the writing.  |
|         | WAF4 | Write with technical accuracy of syntax and punctuation.   | <b>Beginning</b> to use capital letters and full stops more consistently. <b>Beginning</b> to use question marks, exclamation marks and list commas.   | <b>Simple</b> punctuation to mark boundaries is used accurately, to clarify meaning. <b>Simple</b> expression generally correct. Question marks, exclamation marks and list commas <b>sometimes</b> used accurately. | A <b>range</b> of punctuation is used correctly to clarify meaning and express ideas accurately and effectively.  |
|         | WAF5 | Select appropriate and effective vocabulary.   | <b>Straightforward</b> use of <b>basic</b> vocabulary with <b>occasional</b> use of adventurous words. Some vocabulary consciously chosen. <b>Beginning</b> to select and use vocabulary relevant for topic and audience.            | <b>Some</b> vocabulary selected for effect more carefully, with a wider range of vocabulary being used.  | Vocabulary <b>usually</b> contributes to the effectiveness of writing. Some extended vocabulary used <b>clearly</b> .   |
|         | WAF6 | Use correct spelling.  | Spelling of <b>simple</b> words becoming more accurate throughout. <b>Beginning</b> to use multiple morpheme words used, but sometimes spelt inaccurately.   | <b>Simple</b> spelling is often accurate, including words with complex regular patterns.   | Spelling is <b>usually</b> accurate, although there may be errors in difficult words. Few ambitious words are included for effect, <b>most</b> spelt accurately.  |
|         | WAF7 | Construction of analytical paragraphs.   | <b>Beginning</b> to consider some of the elements When, What, How, with <b>basic</b> expression of ideas.  | When, What, How, Why elements of paragraph <b>simply</b> addressed with <b>attempts</b> at embedded quotes.  | <b>Most</b> components of When, What, How, Why addressed, with clarity of expression and <b>usually</b> embedded quotes.  |
| Reading | RAF1 | Understand, describe, select or retrieve information.  | <b>Simple understanding</b> with occasional points identified though there may also be some slight misunderstanding.   | <b>Some</b> relevant points identified. Comments <b>usually</b> supported by <b>some relevant</b> reference or quotation. There may be an attempt to embed <b>some</b> quotations.                                   | <b>Relevant</b> points <b>clearly</b> identified, including summary and synthesis of information. Comments <b>generally</b> supported by <b>relevant</b> reference or quotation to support main ideas or argument. <b>Generally</b> , quotes will be embedded.  |
|         | RAF2 | deduce, infer or interpret information or ideas from texts.  | <b>Straightforward</b> inferences made based on a <b>simple</b> point of reference in the text. Inferences <b>often</b> correct, but comments are not always rooted securely in the text or repeat narrative or content              | <b>Some</b> inferences based on evidence from different points in the text. Inferences <b>are mostly accurate</b> and <b>some</b> move beyond the literal level.   | <b>Most</b> comments are <b>accurately</b> based on inferred meanings. Some evidence of development and detailed exploration of ideas, showing a <b>clear</b> awareness of the content. Some <b>development</b> and discussion of connotations to offer more insight of understanding.  |
|         | RAF3 | explain and comment on writers' use of language, including grammatical and literary features at word and sentence level. | A <b>few, basic</b> features of writer's use of language identified. <b>Simple</b> features of language/word classes/ sentence types identified correctly with <b>some attempt</b> to comment of effect.                             | <b>Most</b> features of writer's use of language identified with increasing accuracy. <b>Most</b> comments show <b>some</b> awareness of the effect of writer's language choices.                                    | A <b>greater range</b> of language features are identified <b>accurately</b> , with <b>some</b> development of explanation. <b>Generally</b> , comments show a <b>clear</b> awareness of the effect of writer's language choices.   |
|         | RAF4 | Identify and comments on writers' purpose and viewpoints and the overall effect of the text on the reader.               | <b>Straightforward, simple</b> comments made about the main purpose of the writing. A <b>simple</b> personal response provided, and <b>some</b> awareness of writer's viewpoint. <b>Limited</b> comment on overall effect on reader. | The main purpose is identified. <b>Comments</b> show <b>some simple</b> awareness of writer's viewpoint. <b>Some simple</b> comment on overall effect on reader.   | Main purpose <b>clearly</b> identified. <b>Generally</b> , evidence for identifying main purpose is <b>clearly</b> located at word/sentence level or traced through a text. Viewpoint is <b>clearly</b> identified and an explanation of it is developed through close reference to the text. The effect on the reader <b>clearly</b> identified. |

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|                        | RAF5 | Relate text to the social, cultural and historical traditions.   | <b>Some simple</b> understanding or reflection on the historical context of a text. <b>Limited</b> understanding surrounding the social/cultural context of a text/s.  | <b>Some</b> understanding or reflection on the historical context of a text. <b>Mostly simple</b> understanding surrounding the social/cultural context of a text/s.  | <b>Clear</b> understanding or reflection on the historical context of a text. <b>Relevant</b> comments made in reference to the social/cultural context of a text/s. <b>Clear</b> explanation of how the contexts in which texts are written and read contribute to the meaning.  |
| Speaking and Listening | AF1  | Talking to others. Talk in purposeful and imaginative way to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content. | <b>Limited</b> talk in ways that are audible and intelligible to familiar others. <b>Attempts</b> to express feelings and ideas when speaking about matters of immediate interest. <b>Attempts</b> to recount experiences and imagine possibilities, often connecting ideas. <b>Simple</b> talk varied in ways to gain and hold the attention of the listener. <b>Attempts</b> to make specific vocabulary choices and use paralinguistics (non-verbal features). <b>Simple</b> awareness of different purposes and listeners. | <b>Usually</b> develops ideas and feelings through sustained speaking in turns. <b>Usually</b> talk is structured in ways which support meaning and show attention to the listener. <b>Mostly</b> varies vocabulary, grammar and paralinguistics (non-verbal features). <b>Mostly</b> talk suits the audience, purpose and context. | <b>Clear</b> expression and explanation of relevant ideas and feelings with some elaboration to make meaning explicit. <b>General</b> talk shaped in deliberate ways for clarity and effect to engage the listener. <b>Accurate</b> adapting of vocabulary, grammar and paralinguistics (non-verbal features). <b>Control</b> shown in ways well-matched to suit the audience, purpose and context. |
|                        | AF2  | Talking with others, listen and respond to others including, in pairs and groups, shaping meanings through suggestions, comments and questions.                                      | <b>Limited</b> understanding and engagement with the speaker. <b>Attempts</b> to demonstrate attentive listening and responding to the speaker's main ideas. <b>Simple</b> comments and suggestions made. <b>Attempts</b> to make helpful contribution when speaking in turn, in pairs, and in small groups. <b>Simple</b> engagement with others through taking turns in pairs and small groups.  | <b>Mostly</b> shows generally clear understanding of content and how it is presented. <b>Usually</b> introduces new material or ideas. <b>Usually</b> takes on straightforward roles and responsibilities in pairs and groups.  | <b>Generally</b> recognises important details and implicit meanings. <b>Generally</b> developing the speaker's ideas in different ways. <b>Control</b> of sustained roles and responsibilities with independence in pairs or groups.  |