

Year 8 English	YELLOW	PINK	BLUE
1: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	<ul style="list-style-type: none"> Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. Can make some comments on the way a writer has structured the text to affect a reader. 	<ul style="list-style-type: none"> The ability to select short, relevant quotations to support key ideas in a text. Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. Can refer to some examples of how structural features are used to impact a reader. 	<ul style="list-style-type: none"> Quotations are selected for saliency and relevancy and are mostly embedded into sentences. Can explore issues and messages in a text and clearly understands how the writer has communicated these. Can identify layers of meaning with detailed explanations of language features (using accurate terminology) and how the time period when a text was written will influence its meaning. Can write in depth about specific examples of structure and the ways the writer has organised ideas.
2: To be able to write creatively and accurately for a specific purpose and audience.	<ul style="list-style-type: none"> With limited guidance, can select vocabulary and language features appropriate to style and purpose. Can use paragraphs and a range of sentence structures in creative tasks with accuracy. Can spell simple and most complex words accurately. Full stops and capital letters are generally used correctly; commas used with some accuracy to demarcate clauses. 	<ul style="list-style-type: none"> With increasing independence, can select distinctive vocabulary and language features appropriate to style and purpose. Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy. Can spell more complex words and homophones accurately. Commas, exclamation marks, question marks and speech marks are generally used securely; apostrophes used with some accuracy. 	<ul style="list-style-type: none"> Evidence of wide and relevant vocabulary and language features which suits purpose and audience. Confidently uses a range of sentences types, choosing sentence structures for purpose and impact to engage with an audience. Spellings of all words are nearly always accurate and work is carefully proof read. Rare errors of punctuation; confidence with more mature examples of punctuation emerging (; : - ' ...).
3: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	<ul style="list-style-type: none"> Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. Can make some comments on the way a writer has structured the text to affect a reader. 	<ul style="list-style-type: none"> The ability to select short, relevant quotations to support key ideas in a text. Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. Can refer to some examples of how structural features are used to impact a reader. 	<ul style="list-style-type: none"> Quotations are selected for saliency and relevancy and are mostly embedded into sentences. Can explore issues and messages in a text and clearly understands how the writer has communicated these. Can identify layers of meaning with detailed explanations of language features (using accurate terminology) and how the time period when a text was written will influence its meaning. Can write in depth about specific examples of structure and the ways the writer has organised ideas.
4: To be able to write creatively and accurately for a specific purpose and audience.	<ul style="list-style-type: none"> With limited guidance, can select vocabulary and language features appropriate to style and purpose. Can use paragraphs and a range of sentence structures in creative tasks with accuracy. Can spell simple and most complex words accurately. Full stops and capital letters are generally used correctly; commas used with some accuracy to demarcate clauses. 	<ul style="list-style-type: none"> With increasing independence, can select distinctive vocabulary and language features appropriate to style and purpose. Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy. Can spell more complex words and homophones accurately. Commas, exclamation marks, question marks and speech marks are generally used securely; apostrophes used with some accuracy. 	<ul style="list-style-type: none"> Evidence of wide and relevant vocabulary and language features which suits purpose and audience. Confidently uses a range of sentences types, choosing sentence structures for purpose and impact to engage with an audience. Spellings of all words are nearly always accurate and work is carefully proof read. Rare errors of punctuation; confidence with more mature examples of punctuation emerging (; : - ' ...).
5: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	<ul style="list-style-type: none"> Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. Can make some comments on the way a writer has structured the 	<ul style="list-style-type: none"> The ability to select short, relevant quotations to support key ideas in a text. Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. Can refer to some examples of how structural features are used to impact a reader 	<ul style="list-style-type: none"> Quotations are selected for saliency and relevancy and are mostly embedded into sentences. Can explore issues and messages in a text and clearly understands how the writer has communicated these. Can identify layers of meaning with detailed explanations of language features (using accurate terminology) and how the time period when a text was written will influence its meaning. Can write in depth about specific examples of structure and the ways the writer has organised ideas