

Year 8 - Writing

Communication:

- I can communicate my ideas in a clear and successful way.
- I can use a mostly appropriate writing style for purpose, genre and audience, e.g. use of figurative language and pathetic fallacy in descriptive writing.
- I can use some language devices for impact, e.g. simile or rhetorical question.

Structure:

- I can create a clear sense of cohesion and flow across a text, e.g. ideas will be logically sequenced.
- I can show clear and coherent evidence of paragraphing. Paragraphs will be used appropriately, including the use of discourse markers to signal new topics and indicate the flow of the piece.

Sentences and Vocabulary:

- I can mark sentences mostly accurately, and with a variety of structures, such as using varied openers, to create impact.
- I can make conscious vocabulary choices to create a suitable tone and appropriate to the purpose of the writing.

Accuracy:

- I can accurately spell most common words and some more complex words.
- I can show an increasing control of a wider range of punctuation, e.g. speech marks, exclamation marks and semi-colons. I can use basic punctuation like full stops and commas accurately.

Minimum Expected Standards

English Year 8

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks, you should be seeking help from your teacher and asking for study supports to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Throughout Year 8, students in English will be working towards the expected standard. The descriptors on the following pages indicate the skills the students will be working on throughout the year. They will be applying these skills in a range of contexts, such as by reading and analysing different texts from different time periods, or by learning how to write effectively for different purposes.

Our expected standards are based on the Assessment Objectives used at GCSE:

Reading

AO1 - Interpretation

AO2 – Analysis and Effect

AO3 – Connections and Contexts

AO4 – Fluency and Accuracy

Writing

AO5 – Communication and Structuring

AO6 – Technical Accuracy

Reading

Students will study texts such as:

“Sherlock Holmes” short stories by Arthur Conan Doyle

A selection of poetry on the theme of relationships

Extracts from literature on the theme of “Heroes and Villains”, such as: “The Hunger Games” by Suzanne Collins, “Anne Frank’s Diary”, and “A Midsummer Night’s Dream” by William Shakespeare

Writing

Students will study a range of writing styles such as:

Descriptive Writing

Narrative writing

Nonfiction writing

Year 8 - Reading

Interpretation:

- I can support my response with apt quotations from the relevant text or texts throughout.
- I can make explained comments about the texts in relation to the specific question asked, e.g. focusing in on parent child relationships when analysing poetry.
- I can make some reference to the writer's ideas, such as explaining why Conan Doyle develops the relationship between Watson and Sherlock.

Analysis and Effect:

- I can begin to explain the language methods the writer uses, e.g. metaphor, rhyme etc. and comment on some of their effects.
- I can use relevant, specific English terminology correctly, e.g. personification, tension, suspense.

Connections and Context:

- I can show an awareness of contextual factors that might have influenced the writer, such as exploring the impact a poet’s life experiences have had on the poetry they produce.

Fluency and Accuracy:

- I can accurately spell common words.
- I can use basic punctuation marks correctly.
- I can make conscious and appropriate vocabulary choices. I can use analytical phrases, such as “This suggests” or “This implies”.