

Subject: English

Year group: 8

Age-related Criteria for KS3 reporting



ARC	Reading	Writing	Speaking and listening
Exceeding	<ul style="list-style-type: none">• I can use an increasingly varied range of embedded evidence for my responses• I can understand and make valid responses to the implicit and explicit viewpoints in a text• I can interpret ideas that are implicit as well as explicit within a text, using well-chosen references to support• I can prove my understanding and opinion of the ideas and viewpoints of a text by closely exploring the language of the text• I can analyse and evaluate detailed aspects of language, grammar and structure• I can write in detail about the effect these choices have on the reader, and on the text as a whole, using correct terminology• I can explore complex ideas about the organisations of a whole text and on individual aspects of the structure, and the effect these have on the reader• I can discuss in detail the effect of the chosen structures, including sentences and paragraphs, in the whole text	<ul style="list-style-type: none">• I can use a full range of punctuation marks correctly.• I can use punctuation to clarify and create effects for the reader and use paragraphs securely.• I rarely make any spelling mistakes.• My writing has a clear shape; it is carefully ordered from beginning to end• I chose effective linking devices within my paragraphs.• My writing is consciously shaped and controlled to meet the demands of the task.• I vary the length and type of my sentences effectively throughout the text for interest.• I can use complex verb forms and consciously use a wide range of sentence structures.• I deliberately choose adventurous and sophisticated vocabulary.• I can capture the reader's interest throughout, often by using figurative language.	<ul style="list-style-type: none">• I can talk confidently and listen discriminatingly in a range of contexts• I can use a range of appropriate rhetorical devices to shape and control the effectiveness of my speech• I can choose and change the mood, tone and pace of delivery for impact and effect• I can sustain my attention and listen analytically in a range of formal and informal contexts• I can use the ideas of others and build constructively on concepts and examples
Meeting	<ul style="list-style-type: none">• I understand how context creates a particular response to the text• I can suggest meanings and messages using the information in the text.• I am using an increasingly strong evidence base for my responses	<ul style="list-style-type: none">• I can use punctuation to clarify and create effects for the reader and use paragraphs securely.• I rarely make any spelling mistakes.• I can use a full range of punctuation marks correctly.• I can use some more complex punctuation accurately, including ; and :	<ul style="list-style-type: none">• I can use talk in a way that engages listeners consistently and with details and euphemisms/cliches to add interest and detail• I can confidently vary the detail and formality of my speech to adapt to different audiences and purposes

	<ul style="list-style-type: none"> • I can suggest meanings and messages using the information in the text, explaining the effects of the language chosen for impact and effect • I can explain how a writer's use of language and structural features influence the reader • I can understand and make valid responses to the implicit and explicit viewpoints in a text • I can choose examples of language and explain the effects of the language chosen for impact and effect • I can choose examples of structure and explain the effects of these choices 	<ul style="list-style-type: none"> • My spelling is accurate, apart from unusual words and I paragraph correctly • I clearly develop the main idea (the topic sentence) within paragraph using connectives. • My paragraphs are set out correctly and I sometimes link them. • I can use a variety of sentence types with a range of conjunctions • I sustain the reader's interest with sentence variety • I often choose interesting words and phrases. • I use a variety of figurative language devices • My sentences are deliberately varied for effect; past, present or future tenses have been chosen to suit my purpose. • I can choose from a variety of sentence types for a particular effect and make a choice of tense and verbs. • I use a variety of effective linking devices within your paragraphs 	<ul style="list-style-type: none"> • I can use variation in Standard English to explain, explore or justify an idea in formal situations • I can listen attentively and use the ideas of others to effectively add, build and challenge their ideas in my own response • I can confidently contribute to group discussions, asking questions to clarify, and taking into account the views of others.
Developing	<ul style="list-style-type: none"> • I can show my understanding through empathy to a situation in a text, and refer to evidence to support my response • I can recognise and describe contexts I am using an increasingly strong evidence base for my responses • I can select basic evidence to support my ideas and my inferences begin to take into account the writer's intentions and contexts • I could use correct terminology at times to help me explain my ideas • I can notice how language and structure are used to create particular effects and feelings for the reader 	<ul style="list-style-type: none"> • My spelling and paragraphing is mostly accurate. • I can use full stops, capital letters and speech marks correctly and sometimes I can use commas within sentences • I usually use topic sentences at the beginning of my paragraphs which are supported by further details • I am beginning to organise my writing into paragraphs around a main topic. • I can write accurately using the past, present and future tenses. • I think about varying my sentence types • I try to expand my descriptions with a variety of synonyms. • I try to use simple figurative devices effectively 	<ul style="list-style-type: none"> • I can speak audibly to a group, in a range of contexts • I can vary the formality of language and speech to suit different circumstances • I can engage the interest of my listeners • I can listen attentively to others and turn-take using natural breaks and rhythms • I can build and develop ideas from listening to others