

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 responsesI can understand and make valid responses to the implicit and explicit viewpoints in a textI can interpret ideas that are implicit as well as explicit within a text, using well-chosen references to supportI can prove my understanding and opinion of the ideas and viewpoints of a text by closely exploring the language of the textI can analyse and evaluate detailed aspects of language, grammar and structureI can write in detail about the effect these choices have on the reader, and on the text as a whole, using correct terminologyI 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 readerI 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 endI 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 discriminattingly in a range of contextsI can use a range of appropriate rhetorical devices to shape and control the effectiveness of my speechI can choose and change the mood, tone and pace of delivery for impact and effectI can sustain my attention and listen analytically in a range of formal and informal contextsI 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 textI 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 detailI 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