English Year 8	**Working towards expected outcomes** Your child is not yet making the expected progress within this course.	**Working at expected outcomes** Your child is achieving the expected progress for this point within the course.	**Working beyond expected outcomes** Your child is exceeding the expected progress.
Autumn – Spring: Gothicism *A Christmas Carol* - Charles Dickens **Spring – Summer** *Romeo and Juliet* – William Shakespeare	Students working **towards** expected outcomes in Year 8 can: **Reading** • identify key ideas using supporting textual evidence e.g. summarise extract • Infer meanings including character's thoughts and feelings • Explain how literary devices might make readers respond e.g. *how mood is created in gothic settings* • Identify similarities and differences between texts with evidence of these e.g. *tracing development of gothic genre over time* • Read a range of texts in their own time, at least one whole book per half term.	Students working **at** expected in Year 8 can: **Reading** • Form critical interpretations based on precisely chosen textual evidence from across a text • Begin to analyse the effects of writers' choices e.g. *how and why an image is emotive* • Uses a range of subject terminology accurately using glossaries in booklets to support • Explore connections between ideas and characterisation in texts and the influences on them based on knowledge of contexts e.g. *impact of patriarchal values on presentation of female characters in 'Romeo and Juliet'* • Read a wide range of texts in their own time, at least one book a month.	Students working **beyond** expected in Year 8 can: **Reading** • Convincingly and confidently support an independently formed critical interpretation of a text based on understanding synthesised from across the text • Analyse convincingly and precisely the effect of a wide range of authorial methods • Use knowledge gained from across the English curriculum and beyond to evaluate meanings • Read a wide range of challenging texts in their own time, at least one book a fortnight.

	Writing Adapt writing for a variety of purposes and audiences, mostly with success • Use appropriate stylistic features e.g. figurative language but not always successfully • usually organise ideas clearly, some signalling of direction e.g. discourse markers to indicate flashbacks • Use paragraphs to show where ideas shift and to give clarity to writing • Choose vocabulary for effect, some sophisticated choices included • Use appropriate linguistic devices but not always successfully • Use a variety of sentences accurately • Spell regular words accurately with errors likely in more irregular words e.g *embarrassed, outrageous* • Use punctuation accurately, some errors e.g. using commas in more complex constructions • Proofread their own work and correct most errors	**Writing** • Communicate with imaginative detail and develop ideas creatively • Consistently maintain the style of writing according to purpose and to interest readers • Structure and develop material effectively with clear links across and between paragraphs; recognise that paragraphs can be shaped for effect • Choose varied and ambitious vocabulary for effect • Use a variety of language devices imaginatively with a consciousness of effect • Use a full variety of sentences for clarity and impact • Highly accurate spelling including of more complex choices • Use a full range of punctuation accurately • Proofread their own work and correct most errors	**Writing** Write with a distinctive, personal voice across a range of forms and for different purposes • Use formal standard English appropriately • Organise ideas imaginatively and creatively with a reader in mind, signposting the direction of ideas • Structure paragraphs for effect making links thematically • Choose ambitious but appropriate vocabulary imaginatively and successfully for effect • Craft a wide range of linguistic devices successfully for effect including *e.g. developing an extended metaphor or motif* • Use a full range of sentences with a consciousness of impact on readers • Highly accurate spelling including of ambitious choices • Use a full range of punctuation accurately and for effect • Proofread and edit their own work successfully

	Speaking and Listening • Speak with clarity and confidence in a range of contexts • Express and explain relevant ideas in some detail • Organise talk clearly • Plan for spoken devices to engage listeners *e.g. questions, gestures,* • Employ an appropriate and varied vocabulary	**Speaking and Listening** • Speak clearly and confidently in a range of contexts • Explain complex ideas and elaborate in some detail • Organise talk effectively to engage audiences and guide listeners through ideas • Adapt vocabulary and non-verbal features including using gestures eye-contact • Use an appropriate vocabulary including more sophisticated choices	**Speaking and Listening** • Confidently lead and direct talk in a range of contexts • Explain complex ideas in a developed and detailed way • Organise talk in a creative and imaginative way for clarity and to engage audiences effectively • Include a range of non-verbal devices to engage listeners • Use a sophisticated vocabulary confidently and appropriately with an awareness of audience needs