Yr 8 – Travel Writing

	Knowledge	Skills
Strong (Assured and Perceptive)	• Assured understanding of structural features • Assured understanding of language features • Perceptive knowledge of the effect of linguistic devices • Perceptive ability to identify and explain purpose, audience and form • Assured knowledge of ways to engage audience	• Ideas are imaginative, original and highly engaging. • Structure enhances impact and guides the reader skilfully. • Uses precise, sophisticated vocabulary for strong effect. • Manipulates sentence structures confidently for impact and control. • Techniques are varied, purposeful and enhance meaning throughout. • Highly accurate with ambitious punctuation and grammatical control.
Confident (Thorough and Coherent)	• Thorough understanding of structural features • Thorough understanding of language features • Confident knowledge of the effect and impact of linguistic devices • Confident ability to identify and explain purpose, audience and form • Thorough knowledge of ways to engage audience	• Ideas are developed and engaging with clear purpose • Ideas are logically organised with effective paragraphing. • Uses a range of ambitious vocabulary appropriately. • Uses a variety of sentence types effectively. • Uses a range of techniques effectively. • Mostly accurate spelling, punctuation and grammar.
Developing (Straightforward and Some)	• Some attempts to understand structural features • Some attempts to understand language features • Some knowledge of the effect and impact of linguistic devices • Some attempt to identify and explain purpose, audience and form • Straightforward knowledge of ways to engage audience	• Ideas are relevant with some descriptive detail. • Some attempt to organise ideas into paragraphs. • Uses some varied and interesting vocabulary. • Attempts to use a variety of sentence types • Uses some techniques such as similes or alliteration. • Some SPAG errors but meaning is generally clear.
Emerging (Simple and Limited)	• Simple understanding of structural features • Simple understanding of language features • Simple knowledge of the effect and impact of linguistic devices • Limited ability to identify and explain purpose, audience and form • Simple knowledge of ways to engage audience	• Simple ideas with limited detail. • Writing lacks clear structure. • Uses simple and repetitive words. • Limited variety of sentence structures • Limited use of literary devices. • Frequent errors affect meaning.

Yr 8 – The Bone Sparrow

	Knowledge	Skills
Strong (Assured and Perceptive)	• Assured understanding of plot and character • Assured understanding of and ability to use key terms • Assured ability to identify structural features and perceptive understanding of dramatic effect • Assured engagement with historicist contextual factors and perceptive understanding of their impact on the text and audience response	• Demonstrates a perceptive focus on the question throughout. • Assured, convincing argument with insightful ideas. • Paragraphs are skilfully crafted and connected through effective transitions. • Selects and integrates evidence effectively and thoughtfully. • Perceptive analysis of evidence in depth, exploring effects and implications. • Identifies and discussed a wide range of language and structural methods • Perceptive links to significant historical and literary context embedded throughout essay • Assured use of precise and sophisticated academic vocabulary.
Confident (Thorough and Coherent)	• Thorough understanding of plot and character • Thorough understanding of and ability to use key terms • Coherent ability to identify structural features and able to confidently discuss dramatic effect • Coherent engagement with historicist contextual factors and their impact on the text and audience response	• Responds clearly to the question. • Paragraphs are developed and linked. • Coherent argument with developed points and reasoning. • Selects relevant and effective evidence to support points. • Analyses a range of methods used by the writer • Thorough consideration of the impact of contextual historical and literary factors • Coherent use of academic and subject terminology used accurately.
Developing (Straightforward and Some)	• Straightforward understanding of plot and character • Some understanding key terms with some ability to use • Some ability to identity structural features and able to discuss dramatic effect • Straightforward understanding with historicist contextual factors with some ideas of their impact on the text and audience response	• Addresses the task in a straightforward manner • Some relevant ideas with some explanation. • Uses some relevant evidence. • Some straightforward analysis of evidence • Some identification of methods • Straighforward links to contextual factors • Straightforward subject-specific vocabulary used.
Emerging (Simple and Limited)	• Simple understanding of plot and character • Simple understanding of key terms with limited ability to use • Needs support to identity structural with simple discussion dramatic effect • Simple understanding of historicist contextual factors with limited links to their impact on the text and audience	• Limited understanding or response to task. • Ideas are simple and generalised. • Limited use of evidence. • Tends to describe or narrate rather than explain. • Limited identification of methods • Limited or no reference to historical factors • Writing lacks clear structure. • Uses simple or informal language.