Somervale School

# Year 8 Assessment

# Flightpath Descriptors

| Art<br>Year 8 | | Studying the work of other Artists | Using Materials, Processes and Techniques | Recording | Creating a Personal Response |
|---|---|---|---|---|---|
| **Exceeding** | **All** | I can express personal opinions and make independent decisions about the work of others. | I can show some sensitivity and originality in my experimentation with media and processes. | I can observe and record using a range of techniques with accuracy. | I can present an outcome that is technically accurate and appropriate to intentions. |
| | **Most** | I can reproduce the work of others accurately. | I can experiment with and refine my use of a range of materials. | I can use line and expressive mark making to observe imaginatively. | I can produce a personal response that is creative and exciting. |
| | **Some** | I can collect a range of sources to support my observations and ideas. | I can understand the characteristics of different media. | I can show tone, texture and patterns confidently in my work. | I can produce a personal response that demonstrates increasing confidence and skill. |
| **Meeting** | **All** | I can evaluate some thoughts, feelings or intentions expressed in the work of other artists. | I can use materials, processes and techniques with improved control. | I can record my ideas with increasing confidence. | I can produce an outcome which demonstrates some learning and creativity. |
| | **Most** | I can explore the work of other artists practically through my creative developments. | I can refine my work as I use media, techniques and processes. | I can use line with expression and some imagination. | I can create a response that demonstrates creative use of media. |
| | **Some** | I can annotate my work using some subject specific vocabulary. | I can experiment with materials, processes and techniques. | I can show tone, texture and patterns creatively in my work. | I can produce a response that shows I have met my objectives, intentions and ideas. |
| **Developing** | **All** | I can show some understanding of the work of other artists in my own work and developments. | I can show control with varying approaches to media, techniques and processes. | I can record with some skill and control appropriate to the task. | I can produce a response that shows some ability to meet objectives. |
| | **Most** | I can develop my ideas after seeing the work of others. | I can select different materials, processes and techniques to use in my work. | I can use line to describe shape. | I can select appropriate media to realise my intentions. |
| | **Some** | I can record my ideas and annotate in my own words, showing emerging understanding of critical vocabulary. | I can refine my work when using different materials, processes and techniques. | I can show tone, texture and patterns in my work. | I can create a response that sometimes achieves my objectives and ideas. |

| Design Technology Year 8 | | Investigation and Context | Design, development and planning | Making | Testing and Evaluation | Knowledge |
|---|---|---|---|---|---|---|
| **Exceeding** | **All** | I can write a detailed specification independently 9 point's minimum, 6 of which are measureable. I can justify a few of my points in detail. I can independently research and explain how this relates to the context/product I am going to make. | I have considered the social, moral, spiritual and cultural impacts my ideas. My plan of making considers timings for each stage. | My product is accurately made giving it a high quality finish and includes a variety of materials/ingredients and complex skills/processes. | I can test most aspects of my ideas/finished product and refine them against needs of the user/specification taking into account the views of my target market. | I have a broad knowledge of different skills, materials, components, ingredients and processes. |
| | **Most** | I can write a detailed specification independently 9 point's minimum, 6 of which are measureable. I can give basic justification to a few points. I can independently collect a range of relevant information closely relating to the context. | I can create a wide variety of creative and innovative ideas. I have used my model to help me develop my design to a final solution. My plan of making considers basic Quality Control Checks. | My product is accurately made and functions adequately/well. Overall I have achieved a good level of finish. | I can discuss how I have solved problems during my design/development/making. | I can apply my knowledge and understanding by responding to several aspects of the context. |
| | **Some** | I can write a specification independently. At least 7points are measurable. I can give basic justification to a few points. I can use my research to influence my designing/planning. | I can say how suitable my ideas are for my user. My designs meet a few of my specification points. My plan of making considers basic Health and Safety points. | I have started to include some high level skills/processes and I have clearly mastered use of tools and equipment. | I can compare my product with the main points of my specification/plan and suggest how the specification/product/plan could be changed to improve the final outcome. | I understand the properties and performance of the materials/ingredients I have used and how this can effect social/moral/cultural situations. |
| **Meeting** | **All** | I can write a specification independently. At least 6 points are measurable. My research relates closely to the context or user needs. | I can label materials and justify why I have chosen these, based on their properties. My plan of making refers to equipment. | I worked mostly independently. Parts of the product are accurately made giving a good overall finish. | I can accurately test my product and use this feedback to suggest changes. | I can apply some aspects of my knowledge and understanding to the context. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Most** | I can write a specification independently. At least 5 points are measurable. I can begin to independently choose the types of research I will gather. | I can sketch a range of original ideas. I have modelled my idea with a degree of accuracy. My detailed plan of making refers to quantities. | I worked mostly independently. My product works effectively and has a few imperfections. | I can test some aspects of my product and use the results to write evaluative comments. | I can name and describe all of the key information, skills, techniques and equipment I have used. |
| | **Some** | I can write a thorough specification with some guidance. It has a minimum of 7 points, 4 of which are measurable. I can research from a range of sources and analyse it. | My designs meet at least two of my specification points. My plan of making includes information about techniques and materials. | I rarely needed help while making my product. My finished product was made with a range different materials/ingredients and skills/processes. | I can reflect on my own work and suggest ways to improve. | I can name and explain the health and safety issues related to the tools/equipment/processes I have used. |
| **Developing** | **All** | My specification is detailed with most points relating to my research. I have 3+ measurable points. I collect accurate information that considers the context given. I can briefly explain what I have found out and say how useful this information is. | I can label my ideas to show how the different parts of my products will be made. I have explained how the designs work. I can independently produce a basic plan of making. | During the making of my product I have used a few basic skills with growing independence. | I can say or write www/EBI for both practical and written work. | I can name and describe most of the key information, skills, techniques and equipment I have used. |
| | **Most** | I can write a basic specification with support from my teacher. It has a minimum of 5 points, 2 of which are measurable. I have collected accurate information on existing products/materials/ Ingredients. | I can create a range of ideas. I have modelled one idea. I have had a little help to create my own accurate step by step plan of making. | My completed product functions as intended but has a few imperfections. | I can identify something that works well and something that could be improved about my product. | I can name and describe some of the key information, techniques, equipment and machinery I have used. |
| | **Some** | I need guidance to write a simple list of criteria for my specification. A couple of points are explained/justified. I collect accurate information that considers the context given. | My ideas consider at least one point of my specification. I have adapted a version of the plan of making. | In my product I have successfully completed one basic skill. | I can make accurate simple suggestions about how to improve my work. | I can list some of the health and safety implications of the tools/equipment/processes I have used. |

| Year 8<br>Music | | Performing | Composing | Listening | Appraising | Music<br>Technology |
|---|---|---|---|---|---|---|
| **Exceeding** | **All** | I can perform accurately using the correct two hand technique | I can compose a new section in a given style in two part harmony | I can describe how different styles of music are used in different occasions | I can evaluate how venue, time, place and purpose affect how music is created | I can use reverb to tracks in Logic or use the expression tool to add dynamics in Sibelius |
| | **Most** | I can perform some parts with two hands at the same time | I can compose a new section in a given style using a wider range of pitches and rhythms | I can describe how changes in dynamics and tempo alter the mood of a piece of music | I can evaluate how venue, time and place affect musical outcomes | I can add EQ to tracks in Logic or make changes to articulation in Sibelius |
| | **Some** | I can perform some parts from memory | I can compose a new section in a given style using a range of suitable pitches | I can identify and describe the different timbres of instruments | I can justify musical decisions made in my own work | I can colour code tracks in Logic or label instruments in Sibelius |
| **Meeting** | **All** | I can perform accurately, confidently and fluently using the correct hand technique | I can successfully improvise a melody using a range of pitches and rhythms within a given style | I can describe how instruments, tempo, pitch, dynamics and rhythm work together in a range of musical styles | I can compare and contrast different pieces of music using the correct musical terms | I can record/input several parts accurately and create a balanced piece |
| | **Most** | I can accurately perform using the correct hand technique | I can improvise using a given set of notes and rhythms | I can describe how instruments, tempo, pitch and dynamics work together in a range of musical styles | I can compare and contrast different pieces of music using some correct musical terms | I can layer multiple parts together |
| | **Some** | I can accurately perform using mostly correct hand technique | I can improvise a simple melody using repeated notes and rhythms | I can describe how instruments, tempo and pitch work together in a range of musical styles | I can compare different pieces of music using some correct musical terms | I can edit mistakes within a project |
| **Developing** | **All** | I can perform a more complex melody with accurate pitch and rhythm | I can compose an extended melody using question and answer phrasing technique | I can identify instruments, tempo, pitch and dynamics in some musical styles | I can provide accurate and useful feedback to others using WWW and EBI | I can accurately record/input two parts |
| | **Most** | I can perform a more complex melody with mostly accurate pitch and rhythm | I can compose part of a melody using question and answer phrasing technique | I can identify instruments, tempo and pitch in some musical styles | I can suggest improvements to the work of others using WWW and EBI | I can record/input with mostly accurately pitch and rhythm |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Some** | I can perform part of a more complex melody with some accuracy of pitch and rhythm | I can compose part of melody using movements by step and leap | I can identify instruments and tempo in some musical styles | I can give feedback to others using EBI | I can record/input simple parts with some accuracy |

| MFL Y8 | | PHONICS | VOCABULARY | GRAMMAR |
|---|---|---|---|---|
| **Exceeding** | **All** | I can accurately read, pronounce and use a range Spanish/French words, including some unfamiliar vocabulary, applying sound knowledge of graphemes and phonemes studied. | I can use a wide range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts. I can sometimes apply synonyms etc. to produce/understand interesting texts. | I can use three tenses with some accuracy, including irregular verbs and negative forms. I know how to apply a wide range grammatical rules to produce rich, varied and interesting texts |
| | **Most** | I can accurately read, pronounce and use a range Spanish/French words, attempting unfamiliar vocabulary, by applying some knowledge of graphemes and phonemes studied. | I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts. I can sometimes apply synonyms etc. to produce/understand interesting texts | I can use three tenses with some accuracy, including irregular verbs and negative forms. I know how to apply a wide range grammatical rules to produce interesting texts |
| | **Some** | I can read, pronounce and use a range Spanish/French words with some accuracy, attempting unfamiliar vocabulary, by applying some knowledge of graphemes and phonemes studied. | I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can sometimes apply synonyms etc. to produce/understand interesting texts | I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a wide range grammatical rules to produce interesting texts |
| **Meeting** | **All** | I can read, pronounce and use a range Spanish/French words with some accuracy, attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied | I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can produce/understand interesting texts | I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a range grammatical rules to produce interesting texts |
| | **Most** | I can read, pronounce and use a range Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied | I can use a range of vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with some success. I can produce/understand interesting texts | I can use two tenses accurately, attempting some irregular verbs and negative forms. I know how to apply a range grammatical rules to produce interesting texts |
| | **Some** | I can read, pronounce or use familiar Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied | I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with some success. I can produce/understand interesting text | I can attempt two tenses with some accuracy, attempting some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts |
| **Developing** | **All** | I can read, pronounce or use familiar Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes | I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in some new contexts with some success. I can produce/understand interesting text | I can use the present tense accurately, including some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes |
| | **Most** | I can read, pronounce or use familiar Spanish/French words with some confidence, only occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes | I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with occasional success. I can produce/understand interesting texts | I can use the present tense accurately, attempting irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes |

| | | | | |
|---|---|---|---|---|
| | **Some** | I can read, pronounce or use familiar Spanish/French words with some confidence, but with limited knowledge of graphemes and phonemes | I can use familiar vocabulary in a variety of contexts and sometimes apply my knowledge of vocabulary in new contexts with occasional success. I can produce/understand interesting texts | I can use regular present tense accurately, including some negative forms. I know how to apply grammatical rules to produce short texts about familiar themes |

| Year 8 Geography | | |
|---|---|---|
| **Exceeding** | **All**<br>**Most**<br>**Some** | ○ I can recall information about physical and human environments<br>○ I can demonstrate simplistic knowledge of locations through specific case studies<br>○ I can demonstrate how human and physical factors can influence a region's level of development and how these change over time<br>○ I can understand simple physical and human processes<br>○ I can begin to understand that the different views of people will have different effects on how environments are used and managed<br>○ I can give detailed explanations of why things happen<br>○ I can begin to evaluate information and reach basic conclusions<br>○ I can use information to demonstrate my geographical understanding of an issue<br>○ I can understand a good range of map skills<br>○ I can understand a range of graphical techniques and how to interpret the data presented<br>○ I can use more sophisticated statistical skills as a means of analysing data<br>○ I can conduct a geographical enquiry with a limited conclusion attempted<br>○ I can offer a brief evaluation that is often focused on one aspect of the enquiry |
| **Meeting** | **All**<br>**Most**<br>**Some** | ○ I can recall basic information about physical and human environments<br>○ I can show a basic level of knowledge of specific locations and use more subject specific geographical language<br>○ I can develop my understanding of the reasons why places have different regions<br>○ I can show some understanding of geographical ideas<br>○ I can show some recognition of the physical and human processes<br>○ I can recognise that people have different values and attitudes to changes of the physical and human environments, and that these will vary depending on how the landscape is being used and managed<br>○ I can describe in detail using appropriate geographical terminology<br>○ I can compare information<br>○ I can begin to explain why things happen<br>○ I can fully recognise the patterns made by physical and human features and use a range of map skills<br>○ I can use statistical and numerical skills with increasing ease<br>○ I can conduct a geographical enquiry and outcomes of the enquiry are simplistic with a range of key terminology used |
| **Developing** | **All** | ○ I can begin to understand the links between physical and human geography<br>○ I can basically understand the different ways to categorise countries based on levels of development<br>○ I can recognise that physical and human processes interlink and that this can create diversity which can help change them<br>○ I can begin to analyse geographical patterns at a variety of scales |

| | | |
|---|---|---|
| | **Most** | ○ I can understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management<br>○ I can describe the main characteristics of something<br>○ I can describe the steps in a process<br>○ I can define geographical terms to demonstrate understanding<br>○ I can show I have a working understanding of map skills<br>○ I can draw a range of more sophisticated graphical techniques and be able to interpret these graphs<br>○ I can use simplistic statistical and numerical skills<br>○ I can start to simply plan my own investigations with simple conclusions |
| | **Some** | |

| Year 8 History | | |
|---|---|---|
| **Exceeding** | **All** | • I can analyse the key issues surrounding the time period/ event I am studying, independently, and with original thought.<br>• I can produce well-structured, fluent answers to historical questions which fully address the question.<br>• I can use detailed examples and key words, spelt correctly.<br>• My writing is largely error free. |
| | **Most** | • I can begin to analyse historical sources and judge how useful and reliable they are.<br>• I can explain why there are different historical interpretations. I have a good chronological picture and can recognise how time periods are different.<br>• I can analyse change and continuity and can assess the pace, type and amount of change.<br>• I can fully explain reasons for an historical event, explain how they are linked together and begin to evaluate the most important cause. |
| | **Some** | • I can analyse and begin to evaluate the similarities and differences across time periods.<br>• I can explain why some people/ events are significant in comparison to others, using criteria.<br>• I can include detailed evidence in my work (names, dates, facts and statistics). |
| **Meeting** | **All** | • I can explain the key issues surrounding the time period/ event I am studying, using detailed information (names, dates, statistics and facts).<br>• I can produce well-structured, fluent answers to historical questions which answer the question well. I can use detailed examples and key words, spelt correctly.<br>• My writing is largely error free. |
| | **Most** | • I can identify different historical interpretations and can begin to explain why they are different.<br>• I can recognise different time periods and make basic comparisons between them.<br>• I can recognise and describe different types and amounts of change, and can begin to make judgements about the pace of change. |
| | **Some** | • I can explain reasons for an historical event and explain how they are linked together.<br>• I can begin to explain why some people/ events are significant in comparison to others.<br>• I can recognise that people's lives have been different throughout History and can describe these differences, as well as similarities.<br>• I can understand historical sources and begin to judge how useful and reliable they are. |
| **Developing** | **All** | • I can produce structured answers to historical questions which mostly answer the question.<br>• I can read and understand historical sources and use them to make some conclusions about the past.<br>• I can describe different historical interpretations in detail.<br>• I can describe the pace and type of change across a time period. |

| | | |
|---|---|---|
| | **Most** | • My spelling and grammar are reasonable, but I have made some mistakes.<br>• I can use some examples and basic key words.<br>• I can show how the past can be split up into different time periods.<br>I can identify reasons for an historical event and make some basic links between the causes. |
| | **Some** | • I can describe the time period/ event I am studying, using several key details, e.g. names/dates.<br>• I can recognise that people's lives have been different throughout History, both within a time period and across time periods.<br>I can describe in detail why some people/ events are significant. |

| Year 8 PB | | |
|---|---|---|
| **Exceeding** | **All** | ○ I can explain how and why different answers to ultimate questions, beliefs and practises have developed within religions.<br>○ I can express in depth insights into the relationship between beliefs, teachings and world issues using detailed examples.<br>○ I can explain in depth how and why different answers to ultimate questions, beliefs and practises have developed within religions, with reference to specific denominations.<br>○ I can express in depth insights into the relationship between beliefs, teachings and world issues using detailed examples.<br>○ I can use a wide religious and philosophical vocabulary to show a coherent understanding, including historical context, of a range of religions and beliefs.<br>○ I can give my personal view with reasons and examples on what value both religious, and non-religious views, might have for understanding what is important to me and to other people. |
| | **Most** | |
| | **Some** | |
| **Meeting** | **All** | ○ I can give reasons for people's beliefs.<br>○ I can explain where these beliefs come from using basic examples.<br>○ I can use some religious vocabulary.<br>○ I can ask questions about things that are important to me and suggest answers to these questions.<br>○ I can give reasons for people's beliefs and explain where these beliefs come from using examples and a wide religious vocabulary.<br>○ I can ask questions about things that are important to me and others and suggest detailed answers to these questions.<br>○ I can give detailed reasons for people's beliefs and explain where these beliefs come from using examples and a wide religious vocabulary & sources.<br>○ I can ask complex questions about things that are important to me and others and suggest detailed answers to these questions. |
| | **Most** | |
| | **Some** | |
| **Developing** | **All** | ○ I can explain how people's beliefs affect their lives.<br>○ I can ask ultimate questions and questions about moral decisions.<br>○ I can also offer my own answers to these questions.<br>○ I can explain how people's beliefs affect their lives using religious language.<br>○ I can ask ultimate questions and questions about moral decisions.<br>○ I can also offer my own answers to these questions and those of both religious and non-religious people.<br>○ I can explain in detail how people's beliefs affect their lives using religious language.<br>○ I can ask ultimate questions and questions about moral decisions.<br>○ I can also offer my own detailed answers to these questions and those of both religious and non-religious people. |
| | **Most** | |
| | **Some** | |

| Physical Education Year 8 | | Competitive Team | Competitive Individual | Creative | Health |
|---|---|---|---|---|---|
| **Exceeding** | **All** | I have an excellent knowledge of what I need to do in many situations & I can apply the rules to my advantage.<br><br>I can accurately evaluate performance and give detailed, motivational feedback for improvement.<br><br>I can apply advanced skills in a game situation with excellent accuracy.<br><br>I can demonstrate good leadership qualities. I am able to plan & execute ways to improve others' performances. | I have an excellent knowledge of what I need to do in many situations & I can apply the rules to my advantage.<br><br>I can accurately evaluate performance and give detailed, motivational feedback for improvement.<br><br>I can apply advanced skills in a competitive situation with excellent accuracy.<br><br>I can demonstrate good leadership qualities. I can plan & execute ways to improve others' performances. | I have a really good understanding of theoretical content and I can apply it my own performance.<br><br>I can accurately evaluate performance and give detailed, motivational feedback for improvement.<br><br>I can consistently combine advanced movements with success and my performance is fluid.<br><br>I can demonstrate good leadership qualities. I am able to plan & execute ways to improve others' performances. | I have a really good understanding of theoretical content and I can apply it my own performance.<br><br>I can accurately evaluate performance and give detailed, motivational feedback for improvement.<br><br>I have an above average level of fitness for their age and can complete a number of exercises with accuracy and consistency.<br><br>I can demonstrate good leadership qualities. I am able to plan & execute ways to improve others' performances. |
| | **Most** | | | | |
| | **Some** | | | | |
| **Meeting** | **All** | I have excellent knowledge of what I need to do in some situations & I have an excellent knowledge of the rules.<br><br>I can accurately evaluate performance and give detailed feedback for improvement.<br><br>I can apply basic and advanced skills in a game situation.<br><br>I can occasionally demonstrates good leadership qualities. I am sometimes able to plan & execute ways to improve my performance. | I have an excellent knowledge of what I need to do in some scenarios & I have an excellent knowledge of the rules.<br><br>I Can accurately evaluate performance and give detailed feedback for improvement.<br><br>I can apply basic and advanced skills in a competitive situation.<br><br>I occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance. | I show a good knowledge of basic and advanced theoretical content.<br><br>I can accurately evaluate performance and give detailed feedback for improvement.<br><br>I can combine advanced movements with success is starting to show consistency.<br><br>I occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance. | I show a good knowledge of basic and advanced theoretical content.<br><br>I can accurately evaluate performance and give detailed feedback for improvement.<br><br>My effort levels are high and I am able to sustain a good level of fitness across a range of activities. My technique for certain exercises is usually accurate.<br><br>I can occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance. |
| | **Most** | | | | |
| | **Some** | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Developing** | **All** | I have a good knowledge of what I need to do in certain situations and I know some rules of the game.<br><br>I can evaluate performance and give generic feedback for improvement.<br><br>I can complete basic skills in a game situation and advanced skills in a practise situation.<br><br>I can take responsibility for their own development and can work well in a team. | I have a good knowledge of what I need to do in certain scenarios and I know some rules of the game.<br><br>I can evaluate performance and give generic feedback for improvement.<br><br>I can complete basic skills in a competitive situation and advanced skills in a practise situation.<br><br>I can take responsibility for my own development and can work well with others. | I show a good knowledge of a range of basic theoretical content.<br><br>I can evaluate performance and give generic feedback for improvement.<br><br>I can combine basic movements with success and attempt advanced moves in isolation.<br><br>I can take responsibility for my own development and can listen to others. | I can show a good knowledge of a range of basic theoretical content.<br><br>I can evaluate performance and give generic feedback for improvement.<br><br>My fitness is average across a range of activities & my technique is showing signs of improvement.<br><br>I can take responsibility for my own development and can listen to others. |
| | **Most** | | | | |
| | **Some** | | | | |

| IT<br>Year 8 | | Term 1<br>Graphics | Term 2<br>Spreadsheet modelling | Term 3<br>HTML and Website Development | Term 4<br>Networks | Term 5 & 6<br>Introduction to Python |
|---|---|---|---|---|---|---|
| **Exceeding** | **All**<br>**Most**<br>**Some** | Know how to use the advanced facilities of a graphics package, for example to manipulate, cut out, and alter images<br><br>Know how to create a series of two or more posters in the same style, using a combination of layered images and fonts effectively to convey a message | Know how to present information from a spreadsheet model in a variety of formats<br><br>Know how to a macro and assign it to a button on the spreadsheet<br><br>Know how to customise a chart to present information effectively | Know how to add enhancements or additional features to the original basic design<br><br>Know how to construct a good-looking, well-formatted interactive website that is suitable for its intended audience | Know how to design a network layout for their school, using icons to represent server, hub, switch, router, Internet, workstation, printer<br><br>Know the concept of cloud computing and some of the benefits it brings to individuals and organisations | Know how to devise their own algorithms to solve reasonably complex problems, e.g. a binary search<br><br>Know how to test and debug their programs, and correct both syntax and logic errors<br><br>Know how to make allowances in their programs for user input errors, ensuring that the program still runs to a successful conclusion – which may include printing an error message and stopping the run |
| **Meeting** | **All**<br>**Most**<br>**Some** | Know the characteristics of bitmap and vector graphics and state the advantages of each and give examples of situations in which each would be appropriate<br><br>Know how to use fonts consistently and carefully to convey a particular message or image<br><br>Know how to use white space effectively<br><br>Know how to use layers in the creation of an artwork | Know what is meant by a financial model<br><br>Know the advantages of naming cells in a spreadsheet model<br><br>Know how to format, construct and manipulate a simple spreadsheet model using formulae<br><br>Know how to use conditional functions in calculations<br><br>Know how to use conditional formatting<br><br>Know how to use a spreadsheet model to predict | Know how to use a range of HTML tags to create well laid out web pages<br><br>Know how to write CSS code to define the styles of different parts of a web page<br><br>Know how to use HTML and CSS to create their web page template<br><br>Know how to use the template to design a multi-page website with a consistent look and feel to each page<br><br>Know how to to use responsive design techniques in creating their website so that the web | Know the meaning and significance of bandwidth<br><br>Know what is meant by buffering and why it is know how to used<br><br>Know the advantages and disadvantages of different network topologies<br><br>Know how to design a simple network layout<br><br>Identify some of the extra hardware components know how to used in a LAN<br><br>Know how to compare the uses of peer-to-peer | Know how to write an error-free, well-documented program involving selection and iteration<br><br>Know how a binary search is carried out<br><br>Know the advantages of a binary search over a linear search for an ordered list |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | and test the outcomes for different scenarios | pages will adapt to any size of screen<br><br>Know how to create a simple web form to collect user data | networks and client-server networks | |
| **Developing** | **All** | Know that bitmap images are made up of individual pixels<br><br>Know that in the case of a vector graphic, properties such as position, fill, stroke colour and dimensions are stored<br><br>Know how to and manipulate a simple group of objects to form a logo design<br><br>Know how to change the saturation, brightness and contrast in an image<br><br>Know how to add text to a graphic<br><br>Know how to use a graphics package to create a piece of artwork; for example, a movie poster | Give examples of how computer models are used in the real world<br><br>Know how to format a simple spreadsheet model<br><br>Know how to use simple formulae and functions<br><br>Know how to name cells in a spreadsheet model<br><br>Know how to use a simple spreadsheet model to explore different “what if” scenarios<br><br>Know how to a basic pie chart to display results | Know how to write HTML code to know how to a simple web page and display it in a browser<br><br>Know how to write CSS to define the styles know how to used in a web page<br><br>Know how to make a simple navigation system using HTML<br><br>Know how to design a template for a web page using HTML<br><br>Know how to make their own multi-page website<br><br>Know how to Insert text, images and links on their web pages | Know that the Internet is a wide area network and the world wide web is part of the Internet<br><br>Know the meaning of the terms “domain name”, http protocol<br><br>Know the basic principle of packet switching<br><br>Give examples of LANs and WANs<br><br>Know about three different network topologies<br><br>Know what is meant by a client-server network and state some of its advantages<br><br>Know why some transmissions are encrypted, and know how to use a simple algorithm to encrypt and decrypt a message | Know how to run simple Python programs in Interactive and Script mode<br><br>Know how to write pseudocode to outline the steps in an algorithm prior to coding<br><br>Know how to write programs using different types of data (e.g. strings and integers)<br><br>Know how to correctly use different variable types (e.g. integer and floating point), assignment statements, arithmetic operators<br><br>Know the difference between syntax and logic errors and be able to find and correct both types of error<br><br>Know the purpose of pseudocode in designing algorithms<br><br>Know how to use comments to document their programs and know how they work<br><br>Know how to write an error-free, well-documented program involving sequence, selection and iteration, but with some help given |

| Maths Year 8 | | Number & Ratio | Algebra & Graphs | Geometry & Measure | Probability & Statistics |
|---|---|---|---|---|---|
| **Exceeding** | **All** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>72n Evaluate negative powers or reciprocal of whole numbers<br>69n Multiplying or dividing mixed numbers<br>56n Converting fractions to terminating decimals or percentages by short division | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>69a Find the gradient of a straight line graph and interpret it as a rate of change (eg velocity or acceleration)<br>67a Reading roots or solutions from intercepts of graphs of non-linear functions<br>57a Selecting the correct factorisation for a quadratic expression, one bracket, two brackets or difference of two squares<br>56a Factorising quadratic expressions (unitary coefficient of $x^2$)<br>54a Forming and solving equations arising from shape, measure or word problems | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>71s Solve problems requiring multiple steps of SOH CAH TOA trigonometry and/or Pythagoras<br>63s Use SOH CAH TOA trigonometry to calculate angles in right-angled triangles<br>58s Know the ruler and compass constructions for perpendicular lines and bisectors<br>56s Use ruler and compass to construct loci according to a list of instructions<br>48s Translate a shape by a vector on a coordinate grid and describe a translation | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>70d Distinguish between interpolation and extrapolation in line of best fit estimates and comment on reliability |

| | | | | | |
|---|---|---|---|---|---|
| | **Most** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>74n Add, Subtract, Multiply or Divide numbers in standard form without a calculator<br>73n Solve hard ratio problems involving combining two or more ratios | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>53a Factorising into single brackets<br>52a Expand and simplify pairs of brackets<br>51a Expand and simplify expressions with multiple single brackets<br>48a Solve equations with x on both sides and solving inequalities by algebraic manipulation<br>41a Use a conversion graph to convert larger numbers and solve extended problems | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>66s Solve problems requiring either multiple steps of Pythagoras or amending a diagram to locate a right-angled triangle<br>62s Use SOH CAH TOA trigonometry to calculate sides of right-angled triangles<br>54s Rotate a shape from a given centre on a coordinate grid and fully describe a rotation<br>30s Know the properties of sides and angles of special quadrilaterals and the names of parts of circles | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>67d Define independent and calculate the probability of independent events both happening<br>64d Compare distributions of data by referring to averages and spread<br>59d Calculate the mean, mode or median from a frequency table<br>57d Understand that by increasing sample size outcomes will tend towards theoretical probabilities<br>54d Work out the expected number of successes given the probability and number of trials |

| | | | | | |
|---|---|---|---|---|---|
| | **Some** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>68n Adding or subtracting mixed numbers<br>63n Converting small numbers to and from standard form<br>59n Solving problems using a combination of percentages, fractions and ratio<br>55n Using a Venn diagram with prime factors to evaluate LCM of bigger numbers<br>50n Divide Fractions | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>47a Using the three index laws to simplify expressions<br>42a Solve equations with brackets | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>60s Enlarge a shape from a given centre including fractional scale factors and fully describe an enlargement<br>52s Reflect a shape on a coordinate grid and describe a reflection stating the equation of the mirror<br>51s Use Pythagoras' theorem to find hypotenuse or short side or check if a triangle is right-angled<br>46s Work out the midpoint between two coordinates<br>38s Using map scales and making a scale drawing | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>58d Calculate the angles and draw a pie chart from data in a table<br>53d Calculate probability based on relative frequency |

| | | | | | |
|---|---|---|---|---|---|
| **Meeting** | **All** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>64n Calculate with numbers in standard form using a calculator<br>60n Adjust a recipe or check it there are enough ingredients to make a given number<br>54n Using a Venn diagram with prime factors to evaluate HCF of bigger numbers<br>47n Using the three index laws with whole numbers<br>40n Share a quantity in a two part or three part ratio | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>43a Listing integers that satisfy inequalities and representing inequalities on a number line<br>40a Expand single brackets<br>39a Plotting graphs of straight lines including horizontal and vertical lines<br>35a Using BIDMAS to evaluate numerical expressions including powers and roots Inserting brackets into a calculation | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>29s State the order of rotational symmetry of a 2D shape and show what a shape would look like rotated by $90^o$ or $180^o$ | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>68d Complete a tree diagram with independent probabilities and use it to calculate probabilities<br>60d Use averages to work out the values of missing data<br>56d Draw up and use a two-way table from a list of information<br>55d Draw up a frequency tree from a list of information and use it to solve problems<br>45d List possible combinations and use your list to calculate probabilities |
| | **Most** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>57n Converting large numbers to and from standard form<br>53n Write a number as a product of primes using a factor tree and know that this product is unique<br>52n Putting fractions, decimals and percentages in order<br>49n Add or Subtract Fractions<br>46n Use an exchange rate to convert between currency | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>62a Plotting graphs of non-linear quadratic, cubic or reciprocal functions<br>37a Substitute positive and negative, whole or decimal values into expressions or formulae and evaluate<br>32a Solve equations formally by using 1/2 inverse operations<br>29a Simplify expressions by collecting terms<br>24a Writing expressions from simple descriptions like 4 more than n | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>43s Construct triangles and nets using ruler, protractor and compass<br>18s Use a compass to draw a circle of a given radius or diameter | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>42d Calculate the mean from a list of data and compare which is the best average to use<br>39d Calculate probability based on equally likely outcomes<br>38d Draw a stem and leaf diagram and use it to find mode, median or range |

| | | | | | |
|---|---|---|---|---|---|
| | **Some** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>48n Find a fraction of a fraction and multiply Fractions<br>45n Converting fractions to percentages or decimals using equivalent fractions, or division on a calculator<br>42n Solve proportion problems by a unitary method<br>33n Evaluating powers and roots and identifying square or cube numbers<br>29n Converting between fractions and mixed numbers | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>36a Read and plot distances and times from distance-time graphs<br>34a Using BIDMAS to evaluate numerical expressions (without powers and roots)<br>31a Take readings from conversion graph for units or currency<br>27a Substitute positive whole numbers into simple expressions or formulae and evaluate | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>24s Show how a shape tessellates<br>19s Reflect simple shapes in a mirror line or translate a shape on a grid<br>16s Recognise and label parallel and perpendicular lines | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>47d Draw and read from stacked bar charts<br>36d Draw and read from a vertical line chart for discrete data<br>32d Describe likelihood using the language of probability<br>31d Calculate the median from an odd or even list of data<br>28d Recognise the mode from a list of data or a bar chart |
| **Developing** | **All** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>28n Use a written method of division and utilising remainders to give an accurate or approximate answer<br>23n Use a written method of multiplication with 2/3 digit whole numbers | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>25a Simplify expressions by applying standard algebraic notation<br>17a Evaluating the output of multi-step function machines | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>31s Naming 3D solids, matching nets to 3D solids and counting faces, edges and vertices including recognising which edges will meet<br>17s Know mathematical names for 2D shapes including special quadrilaterals and triangles<br>14s Plotting and reading coordinates in the first quadrant | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>26d Draw a pictogram for categorical data, including deciding what key to use<br>24d Read a pictogram for categorical data given a simple key |
| | **Most** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>16n List Factors or Multiples<br>14n Multiplying or dividing by 10, 100 or 1000<br>10n Writing the fraction of a shape that is shaded and diagrams of equivalent fractions | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>20a Evaluate letters in place of numbers<br>19a Evaluate symbols in place of numbers in one-step + - x ÷ equations<br>12a Understand equals sign and fill in blanks in simple pictorial or addition or subtraction equations | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>25s Plotting and reading coordinates in all 4 quadrants<br>20s Draw all the lines of symmetry on 2D shapes<br>15s Measuring lines accurately and understand and use the terms horizontal, vertical and diagonal | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>46d Sort sets of numbers into a Venn diagram<br>43d Complete a two-way table<br>37d Decide if events are random or not or fair or not<br>25d Read from or complete a bar chart for categorical data with a simple scale |

| | | | | | |
|---|---|---|---|---|---|
| | **Some** | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>31n Adding integers<br>12n Use a written method for subtracting 2/3/4 digit numbers<br>11n Recognising which operation is required for a word problem<br>9n Times table knowledge up to 10 and converting multiplication facts into division facts | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>20a Evaluate letters in place of numbers<br>17a Evaluating the output of multi-step function machines | In a formal assessment I have demonstrated I can answer questions on the following topics: | In a formal assessment I have demonstrated I can answer questions on the following topics:<br>23d Complete a tally chart for discrete or categorical data |

| Science Year 8<br><br>Term 1-2: Assessment 1 | | *Biology* | *Chemistry* | | *Physics* | |
|---|---|---|---|---|---|---|
| | | **Respiration and photosynthesis** | **The periodic table** | **Acids and alkalis** | **Pressure** | **Motion** |
| **Exceeding** | **All** | I can assess similarities and differences between aerobic and anaerobic respiration, and the conditions which cause them to occur. | I can suggest elements for different applications based on their position in the periodic table. | I can suggest applications and uses of acids/alkalis. | I can research the idea of pressure changing with depth to explain underwater effects. | I can explain how an object's speed changes when the forces on it change as it approaches top speed. |
| | **Most** | I can suggest reasons for particular adaptations of leaves, roots and stems, and types of tropism. | I can predict the position of an element in the periodic table based on information about its physical and chemical properties. | I can evaluate the pros and cons of different indicators. | I can investigate the effect increasing applied force, pressure and area in hydraulics. | I can hypothesise how the motion of two objects moving at different speeds in the same direction would appear to the other. |
| | **Some** | I can investigate factors effecting rate of respiration in yeast and/or photosynthesis in plants. | I can use data showing a pattern in physical properties to estimate a missing value for an element. | I can choose the most suitable indicator to distinguish between solutions of different ph. | I can compare how the effects of forces are different because of differences in the area over which they are applied. | I can compare how the speed of an object varies when measured by observers who are not moving, or moving relative to the object. |
| **Meeting** | **All** | I can investigate the presence of starch as a product of photosynthesis in leaves. | I can use observations of a pattern in chemical reactions to predict the behaviour of an element in a group. . | I can use data and observations to determine the ph of a solution and explain what this shows. | I can demonstrate why objects either sink or float depending upon their weight and the up thrust acting on them using diagrams. | I can interpret a straight line on a distance-time graph shows constant speed, a curving line shows acceleration. |
| | **Most** | I can sketch a line graph to show how the rate of photosynthesis is affected by changing conditions. | I can use the reactivity series to predict successful displacement reactions. | I can complete word equations to give name of the salt produced during a neutralisation reaction. | I can calculate using the formula: fluid pressure, or stress on a surface = force (n)/area (m2). | I can calculate using the formula: speed = distance (m)/time (s) or distance-time graphs, to calculate speed. |
| | **Some** | I can describe ways in which plants obtain resources for photosynthesis. | I can describe the elements in a group all react in a similar way. | I can describe a method to make a neutral solution from an acid and alkali. | I can convert kilo newton's, and kilo pascals into newton's and pascals (s.i units). | I can convert kilometres, minutes and hours into metres and seconds (s.i units). |
| **Developing** | **All** | I can use word equations to describe aerobic and anaerobic respiration and photosynthesis. | I can identify alkali metals, halogens and noble gases as group 1, 7 and 0. | I can describe the strength of an acid/alkali using the ph scale. | I can interpret pressure acts in a fluid in all directions. it increases with depth due to the increased weight of fluid, | I can illustrate a journey with changing speed on a distance time graph, and label changes in motion. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | and results in an up thrust. | |
| | **Most** | I can describe respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy. | I can state metals are generally found on the left side of the table, non-metals on the right. | I can state acids and alkalis can be corrosive or irritant and require safe handling / hazard symbols. | I can identify different stresses on a solid object can be used to explain observations where objects scratch, sink into or break surfaces. | I can identify in units for speed as m/s |
| | **Some** | I can know iodine is used to test for the presence of starch. | I can state periodic table arranged in groups and periods. | I can name some common acids and alkalis. | I can describe objects sink or float depending on whether the weight of the object is bigger or smaller than the up thrust. | I can describe how if resultant force on an object is non-zero, its motion slows down, speeds up or changes direction. |
| **Term 3-4: Assessment 2** | | ***Biology*** | ***Chemistry*** | ***Physics*** | | |
| | | **Health and digestion** | **Metals, non-metals and chemical energy** | **Light** | **Energy resources** | |
| **Exceeding** | **All** | I can make deductions from medical symptoms showing problems with the digestive system e.g. cystic fibrosis. | I can predict the position of an element in the periodic table based on information about its physical and chemical properties. | I can explain (with ray diagrams) how a device with multiple mirrors works. | I can research alternative methods for generating energy in the future. | |
| | **Most** | I can design a diet for a person with specific dietary needs e.g. cystic fibrosis. | I can use particle diagrams to represent oxidation, displacement and metal-acid reactions. | I can explain observations where coloured lights are mixed or objects are viewed in different lights. | I can compare the advantages and disadvantages of different energy resources. | |
| | **Some** | I can combine the events that take place in order to turn a meal into simple food molecules inside a cell. | I can use particle diagrams to represent oxidation, displacement and metal-acid reactions. | I can construct ray diagrams to describe how light passes through lenses and transparent materials. | I can suggest some pros and cons of generating electrical energy. | |
| **Meeting** | **All** | I can outline how organs and tissues involved in digestion are adapted for their role. | I can use experimental observations to distinguish exothermic and endothermic reactions. | I can illustrate how light bends towards (or away) from the normal; when it enters a more (or less) dense medium. | I can investigate the energy stored in a variety of fuels. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Most** | I can describe simple tests for the presence of sugar, starch and protein. | I can use observations of a pattern in chemical reactions to order metals in terms of reactivity. | I can construct ray diagrams to show how light reflects. | I can draw a diagram of energy transfers from a renewable or non-renewable source to electricity. | |
| | **Some** | I can calculate food requirements for a healthy diet, using information provided. | I can describe energy is required to break bond and released when making bonds. | I can identify how a light ray meets a different medium some of it is absorbed and some reflected. | I can describe the main energy transfers used by a variety of power stations/energy resources. | |
| **Developing** | **All** | I can describe possible health effects of unbalanced diets | I can state was is meant by endothermic and exothermic. | I can state light travels at 300 million metres per second in a vacuum. | I can describe the difference between renewable and non-renewable resources. | |
| | **Most** | I can describe the function of the different nutrients in a balanced diet. | I can describe the properties of metals and non-metals. | I can state different colours of light have different wavelengths. | I can list common energy resources. | |
| | **Some** | I can name the organs in the digestive system. | I can identify metals on the periodic table. | I can state light is wave which travels in straight lines. | I can know energy is measured in joules or kilojoules. | |
| **Term 5-6: Assessment 3** | | ***Biology*** | ***Chemistry*** | | ***Physics*** | |
| | | **Inheritance, variation and evolution** | **Atmosphere** | **Earth's resources** | **Electricity** | **Electromagnetics** |
| **Exceeding** | **All** | I can evaluate applications of genetic modification and cloning. | I can evaluate the implications of a proposal to reduce carbon emissions. | I can evaluate environmental and economic reasons for recycling materials. | I can compare the advantages of series and parallel circuits for particular uses. | I can predict the pattern of field lines and the force around two magnets placed near each other. |
| | **Most** | I can suggest how a species changing over time supports natural selection. | I can compare the relative effects of human-produced and natural global warming. | I can suggest ways in which waste products from industrial processes could be reduced. | I can suggest the how changing resistance of a component will affect the current flow in series and parallel circuits. | I can evaluate the design of a device using an electromagnet e.g. bells/ loudspeakers and suggest improvements. |
| | **Some** | I can explain what is meant by the theory of evolution. | I can describe how global warming can impact on climate and ecosystems. | I can suggest ways in which changes in behaviour and the use of alternative materials may limit the consumption of natural resources. | I can complete circuit diagrams using rule: in a parallel circuit, current divides between the different loops. | I can construct diagrams of magnetic fields by drawing field lines to show the strength and direction |
| **Meeting** | **All** | I can construct bar charts or line graphs to show discontinuous or continuous variation data. | I can use a diagram to show how carbon is recycled in the | I can explain the impact of polymer use / disposal on the environment. | I can complete circuit diagrams using rule: in a series circuit, current | I can investigate how an electromagnet can be made and how to change its strength. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | environment (carbon cycle). | | divides between the different loops. | |
| | **Most** | I can use a diagram to show how number of chromosomes in gametes changes during fertilisation. | I can describe gas tests (and positive results) for co2 and o2. | I can describe how less reactive metals can be extracted with carbon/ more reactive metals with electrolysis. | I can interpret circuit diagrams to construct real series and parallel circuits, and vice versa. | I can use field lines to show how the direction or strength of the field around a magnet varies. |
| | **Some** | I can use a diagram to show the relationship between DNA, chromosomes and genes. | I can describe the composition of the atmosphere. | I can describe properties and applications of some common polymers. | I can measure current and voltage in simple circuits. | I can construct a functioning electromagnet using a circuit diagram. |
| **Developing** | **All** | I can describe what is meant by natural selection and selective breeding. | I can name sources and stores of carbon dioxide. | I can state recycling reduces the need to extract resources. | I can state current is a movement of electrons. | I can describe factors which will affect the strength of a regular or electromagnet. |
| | **Most** | I can describe genes as sections of DNA which code for inherited characteristics. | I can state there is a link between human activity and global warming. | I can state most metals must be extracted from their ores. | I can state current is measured in amps and voltage is measure in volts. | I can identify two 'like' magnetic poles repel and two 'unlike' magnetic poles attract. |
| | **Some** | I can identify inherited and environmental characteristics. | I can name some greenhouse gases. | I can name some of earth limited resources. | I can name some common conductors and insulators. | I can state field lines flow from the north-seeking pole to the south-seeking pole. |

| Year 8 English Writing | Applied Knowledge Checklist | Y8 |
|---|---|---|
| Step 5 | • My work ethic and attitude to learning is **exemplary**<br>• I can communicate my ideas with **fluency** and **sophistication**<br>• I can adapt my register convincingly to suit the purpose and audience<br>• I can structure my writing seamlessly with structural devices uses to shape the reader's response<br>• I can link and connect my ideas with fluency and precision<br>• I can choose sophisticated vocabulary and a range of advanced linguistic techniques to influence the reader<br>• I can vary sentence types and openers with confidence and precision<br>• My spelling is almost always accurate including a range of ambitious and sophisticated vocabulary<br>• I can use a range of punctuation to clarify meaning with accuracy and precision | **Exceeding All**<br>**Exceeding All**<br>**Exceeding All** |
| Step 4 | • I show **pride** in my work and a thirst for learning<br>• I can communicate my ideas with **confidence**<br>• I begin to adapt my register convincingly to suit the purpose and audience<br>• I can structure my writing to shape the reader's response<br>• I begin to link and connect my ideas with fluency and precision<br>• I can choose sophisticated vocabulary and advanced linguistic techniques to shape the reader's response<br>• I begin to vary sentence types and openers with confidence and precision<br>• I can spell most words accurately including ambitious and sophisticated vocabulary<br>• I can use a range of punctuation with accuracy and precision | **Exceeding All**<br>**Exceeding All**<br>**Exceeding Most** |
| Step 3 | • My work shows I **care** about doing well<br>• I can communicate my ideas **clearly** and for effect<br>• I can match my register to the purpose and audience<br>• I can structure my writing into clearly sequenced paragraphs<br>• I can link and connect my ideas within and between paragraphs<br>• I can choose some ambitious vocabulary and linguistic techniques to create specific effects<br>• I can vary sentence types and openers for effect<br>• I can spell most complex words correctly including some ambitious vocabulary<br>• I can use a range of punctuation correctly including commas and semicolons | **Exceeding Some**<br>**Meeting All**<br>**Meeting Most** |
| Step 2 | • I take **some** care in my work<br>• I can communicate my ideas with **some success**<br>• I begin to match my writing to the purpose and audience<br>• I can structure my writing into paragraphs<br>• I begin to link and connect my ideas within and between paragraphs<br>• I begin to choose vocabulary and some techniques for effect | **Meeting Some**<br>**Developing All** |

| | | |
|---|---|---|
| | • I begin to use a range of sentences types and openers<br>• I can spell most simple and common words correctly (including homophones)<br>• I can punctuate sentences correctly with full stops and capital letters | **Developing Most** |
| Step 1 | • I **begin** to communicate my ideas with some success<br>• My ideas are sometime connected<br>• I can use basic vocabulary and attempt to use simple techniques for effect<br>• I can write in sentences<br>• I sometimes spell simple and common words correctly<br>• I attempt to punctuate my work and sometimes use capital letters correctly | **Developing Some**<br>**Developing Some**<br>**Developing Some** |

| **Year 8 English Speaking** | **Applied Knowledge Checklist**<br><br>**For use in a range of contexts including formal presentations, improvised and planned performance and participation in debate** | **Y8** |
|---|---|---|
| Step 5 | • I can explore sophisticated ideas and issues with insight and **fluency**<br>• I can speak with **fluency** and **precision** with a strong command of Standard English<br>• I can organise and structure my ideas to shape my audience's response<br>• I vary my tone, volume and emphasis with **sophistication**<br>• I use facial expression, hand gestures and eye-contact with **subtlety** and **precision**<br>• I keep my audience engaged and entertained with a range of effective techniques<br>• I listen to others with maturity and insight | **Exceeding All**<br>**Exceeding All**<br>**Exceeding All** |
| Step 4 | • I can explore complex ideas and issues with **confidence**<br>• I can speak with **confidence** using Standard English<br>• I can organise and structure my ideas with confidence and for effect<br>• I vary my tone, volume and emphasis in a **convincing** way<br>• I use facial expression, hand gestures and eye-contact to aid communication with confidence<br>• I can engage my audience with confidence using a range of effective techniques<br>• I listen to others with interest and sensitivity | **Exceeding All**<br>**Exceeding All**<br>**Exceeding Most** |
| Step 3 | • I can express and explain relevant ideas and emotions with **clarity**<br>• I can speak **clearly** with appropriate use of Standard English<br>• I can organise and structure my ideas **clearly** to meet the needs of the audience<br>• I can adapt my tone, volume and pitch for effect<br>• I use use facial expression, hand gestures and eye-contact to aid communication<br>• I can engage my audience and maintain their interest<br>• I listen to others with understanding and respect | **Exceeding Some**<br>**Meeting All** |

| | | |
|---|---|---|
| | | **Meeting Most** |
| Step 2 | • I can express **straightforward** ideas and emotions with some relevant detail<br>• I **begin** to speak clearly with some use of Standard English<br>• I **begin** to organise and structure my ideas<br>• I **begin** to adapt my tone, volume and pitch for effect<br>• I **begin** to use facial expression, hand gestures and eye-contact to aid communication<br>• I **begin** to engage my audience<br>• I **begin** to listen to others with understanding and respect | **Meeting Some**<br>**Developing All**<br>**Developing Most** |
| Step 1 | • I can express **simple** ideas and emotions with some relevant detail<br>• I **attempt** to communicate my ideas, feeling and emotions<br>• I **attempt** to organise and structure my ideas<br>• I **attempt** to engage my listener(s)<br>• I **attempt** to listen to others | **Developing Some**<br>**Developing Some**<br>**Developing Some** |

| **Year 8 English Reading** | **Applied Knowledge Checklist** | **Y8** |
|---|---|---|
| Step 5 | • My work ethic and attitude to learning is **exemplary**<br>• I can respond to tasks and texts with **perceptive** ideas<br>• I can embed a range of quotations/references with **precision**<br>• I can zoom in to examine details and zoom out to **explore** big ideas<br>• I can identify a range of methods using **precise** and **sophisticated** terminology<br>• I can confidently **evaluate** the effects of writers' methods and their intended effects on the reader/audience<br>• I demonstrate **perceptive** understanding of the significance of contexts<br>• I can make **perceptive** comparisons within and/or between texts<br>• I can write with an **academic** style and extend my ideas fully | **Exceeding All**<br>**Exceeding All**<br>**Exceeding All** |
| | • I show **pride** in my work and a thirst for learning<br>• I begin to respond to tasks and texts with **perceptive** ideas<br>• I can embed a range of quotations/references with increasing **fluency** | **Exceeding All** |

| | | |
|---|---|---|
| Step 4 | • I can zoom in to examine details and zoom out to consider big ideas<br>• I can identify a range of methods including some **sophisticated** terminology<br>• I begin to **explore** the effects of writers' methods and their intended effects on the reader/audience<br>• I demonstrate some **perceptive** awareness of the significance of contexts<br>• I begin to make **perceptive** comparisons within and/or between texts<br>I begin to write with an **academic** style and extend my ideas in detail | **Exceeding All**<br>**Exceeding Most** |
| Step 3 | • My work shows I **care** about doing well<br>• I can respond to tasks and texts with **clarity** and **detail**<br>• I can embed a range of quotations/references to support my ideas<br>• I can zoom in on details for close examination<br>• I can identify a range of writer's methods using **relevant** terminology<br>• I can **examine** the effects of writers' **methods** and their effects on the reader/audience<br>• I show **clear** awareness of relevant contexts<br>• I can make **clear** comparisons within and/or between texts<br>I can write with an **appropriate** style and develop my ideas | **Exceeding Some**<br>**Meeting All**<br>**Meeting Most** |
| Step 2 | • I take **some** care in my work<br>• I can respond to texts with my own thoughts and ideas<br>• I can select **some** quotations/references to support my ideas<br>• I begin to zoom in on details<br>• I can identity **some** writers' methods using **basic** terminology<br>• I can **explain** the effect of writers' choices and their effect on the reader/audience<br>• I show **some** awareness of contexts<br>• I can make **some** comparisons within and/or between texts<br>• I begin to write in an appropriate style and attempt to develop my ideas | **Meeting Some**<br>**Developing All**<br>**Developing Most** |
| Step 1 | • I show basic understanding of the topic<br>• I begin to respond to texts with my own ideas<br>• I begin to select some quotations/references to support my ideas<br>• I begin to **comment** on the effect of writers' choices<br>• I make some attempt to respond to the task | **Developing Some**<br>**Developing Some**<br>**Developing Some** |