

## Year 8 Term Two Monsters: Skills and Knowledge

*In English, teachers are able to use the same assessment objectives at KS3 and KS4. This allows for careful mapping and consistent marking in line with what we want our students to be able to do by the end of KS4. It is also worth noting that it is often difficult to give an exact 'level' for a student's overall ability, because the skills involved in creative writing, for example, are so different to the ones required for sustained, rigorous analysis – so while a student might excel in one, they might well be weaker in the other.*

### Scheme of Work:

- Read and analyse a variety of fiction and non-fiction texts (to describe, inform, persuade and entertain). Indicative content: extracts from *Frankenstein*, newspaper and magazine articles, speeches, historical accounts)
- Write to describe (a monster)
- Explore conventions of persuasive writing (rhetorical devices - alliteration, anecdotes, facts, opinions, rhetorical questions, repetition, emotive language, exaggeration, expert input, statistics, tripling, direct address, humour, personification, metaphor, simile; structural features (topic sentences, connectives, introduction, conclusion)
- Prepare and deliver a persuasive speech

### Assessment Objectives

<p><b>English Language AO1:</b> Identify and interpret explicit and implicit information and ideas</p>	<p><b>Excellent:</b> Identifies and interprets explicit and implicit information and ideas  <b>Secure:</b> Identifies explicit and implicit information and ideas. Begins to interpret.  <b>Developing:</b> Identifies explicit information. Begins to identify implicit information.  <b>Emerging:</b> Identifies explicit information.</p>
<p><b>English Language AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p><b>Excellent:</b> Shows detailed and perceptive understanding of language            Analyses the effects of the writer's choices of language and structure            Selects a range of judicious quotations            Uses sophisticated subject terminology accurately  <b>Secure:</b> Shows clear understanding of language and structure            Clearly explains the effects of the writer's choices of language            Selects a range of relevant quotations            Uses subject terminology accurately  <b>Developing:</b> Shows some understanding of language            Attempts to comment on the effect of language            Selects some relevant quotations            Uses some subject terminology, not always appropriately  <b>Emerging:</b> Shows simple awareness of language            Offers simple comment on the effect of language            Simple references or textual details            Simple mention of subject terminology</p>
<p><b>English Language AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of text</p>	<p><b>Excellent:</b> Compelling, convincing communication  <b>Secure:</b> Consistent, clear communication  <b>Developing:</b> Some successful communication  <b>Emergent:</b> Simple, limited communication</p>
<p><b>English Language AO6:</b> Use a range of vocabulary and sentence structures</p>	<p><b>Excellent:</b> Sentence demarcation is consistently secure and accurate</p>

<p>for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Wide range of punctuation with a high level of accuracy  Wide range of appropriate sentence forms for effect  Standard English consistently and appropriately employed with secure control of complex grammatical structures  High level of accuracy in spelling, including ambitious vocabulary  <b>Secure:</b> Sentence demarcation is mostly secure and accurate  Range of punctuation is used, mostly with success  Variety of sentence forms for effect  Standard English appropriately employed with mostly controlled grammatical structures  Generally accurate spelling, including complex and irregular words  Increasingly sophisticated use of vocabulary  <b>Developing:</b>  Sentence demarcation is mostly secure and sometimes accurate  Some control of a range of punctuation  Attempts a variety of sentence forms  Some use of Standard English with some control of agreement  Some accurate spelling of more complex words  Varied use of vocabulary  <b>Emerging:</b>  Occasional use of sentence demarcation  Some evidence of conscious punctuation  Simple range of sentence forms  Occasional use of Standard English  Accurate basic spelling and simple vocabulary</p>
<p><b>Speaking and Listening</b>  <b>English Language AO7:</b> Demonstrate presentation skills in a formal setting  <b>English Language AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations  <b>English Language AO9:</b> Use spoken Standard English effectively in speeches and presentations.</p>	<p><b>Excellent:</b> Compelling, convincing communication  <b>Secure:</b> Consistent, clear communication  <b>Developing:</b> Some successful communication  <b>Emergent:</b> Simple, limited communication</p>
<p><b>SPAG</b></p>	<p>Vocabulary building; sentences (simple/compound/complex), active/passive voice, commas, connectives, topic sentences</p>