



# Academic Achievement: Rating Descriptors

**Subject: English**

**Year: 8**

	We expect that <b>by the end of this academic year</b> your child will...	We expect that <b>by the end of this academic year</b> your child's work will show...
<b>1</b> Above the expected standard	In-depth knowledge of: <ul style="list-style-type: none"> <li>● A whole novel with a focus on character and setting.</li> <li>● War poetry with a focus on historical context and poetic devices.</li> <li>● Gothic fiction with a focus on genre and authors' intent.</li> <li>● Dystopian fiction with a focus on theme and social context.</li> <li>● Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>● Non-fiction writing.</li> <li>● Discussing and presenting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Varied punctuation used accurately and appropriately with occasional errors.</li> <li>● Use of ambitious vocabulary with very few spelling errors.</li> <li>● Writing that is well-constructed and shaped thoughtfully.</li> <li>● A range of detailed and connected ideas.</li> <li>● Confident use of a range of more complex language devices.</li> <li>● Clear understanding of writers' ideas and attitudes, offering interesting interpretations of texts.</li> <li>● A range of sophisticated ideas and emotions using a range of vocabulary.</li> <li>● How different contexts in which texts are written and read affect meaning.</li> <li>● Analysis of relevant textual reference or quotation in detail.</li> <li>● Achievement of the purpose of his or her presentation whilst meeting the needs of the audience.</li> </ul>
<b>2</b> Meeting the expected standard	Secure knowledge of: <ul style="list-style-type: none"> <li>● A whole novel with a focus on character and setting.</li> <li>● War poetry with a focus on historical context and poetic devices.</li> <li>● Gothic fiction with a focus on genre and authors' intent.</li> <li>● Dystopian fiction with a focus on theme and social context.</li> <li>● Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>● Non-fiction writing.</li> <li>● Discussing and presenting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Sentences that are consistently punctuated</li> <li>● Accurate spelling of more ambitious vocabulary.</li> <li>● Paragraphs that are effectively linked</li> <li>● A range of detailed and connected ideas.</li> <li>● Use of a range of language devices successfully.</li> <li>● Clear understanding of explicit/implicit ideas, offering a suitable interpretation of writer's ideas.</li> <li>● A range of ideas and emotions using a range of vocabulary.</li> <li>● Understanding of the effect that the reader's or writer's context has on the meaning of texts.</li> <li>● Analysis of relevant textual reference or quotation in some detail.</li> <li>● Achievement of the purpose of his or her presentation.</li> </ul>
<b>3</b> Working towards the expected standard	Some knowledge of: <ul style="list-style-type: none"> <li>● A whole novel with a focus on character and setting.</li> <li>● War poetry with a focus on historical context and poetic devices.</li> <li>● Gothic fiction with a focus on genre and authors' intent.</li> <li>● Dystopian fiction with a focus on theme and social context.</li> <li>● Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>● Non-fiction writing.</li> <li>● Discussing and presenting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Sentences that are mostly punctuated. Range of punctuation used for effect.</li> <li>● Generally accurate spelling with occasional errors.</li> <li>● Clear paragraphs with some linked and relevant ideas.</li> <li>● A range of connected ideas.</li> <li>● Several language devices used effectively.</li> <li>● An understanding of explicit/implicit ideas with some relevant interpretations of writer's ideas and attitudes.</li> <li>● A range of ideas and emotions.</li> <li>● That different contexts influence the meaning of a text.</li> <li>● Comments that are supported by relevant textual reference or quotation.</li> <li>● That they clearly meet the needs of the audience.</li> </ul>
<b>4</b> Below the expected standard	Limited knowledge of: <ul style="list-style-type: none"> <li>● A whole novel with a focus on character and setting.</li> <li>● War poetry with a focus on historical context and poetic devices.</li> <li>● Gothic fiction with a focus on genre and authors' intent.</li> <li>● Dystopian fiction with a focus on theme and social context.</li> <li>● Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>● Non-fiction writing.</li> <li>● Discussing and presenting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Some use of punctuation with accuracy.</li> <li>● Accurate spellings of basic words.</li> <li>● Some sentences organised into paragraphs.</li> <li>● Some relevant and connected ideas.</li> <li>● Uses some language devices.</li> <li>● Some awareness of the main ideas in a text.</li> <li>● Straight-forward ideas and feelings.</li> <li>● Recognition of some of the features that form the context of texts.</li> <li>● Some textual reference or quotation- not always appropriate.</li> <li>● An attempt to structure presentations.</li> </ul>