

Key Performance Indicators	Year 8 - English (Writing)
To spell correctly	I can apply spelling strategies to accurately spell high frequency and commonly used words.
	I can make effective use of dictionary, thesaurus and spell-check to ensure ambitious word choices and accuracy of application.
To use accurate grammar	I can show an assured use of verb tense formation in my grammatical constructions, as well as using an appropriate voice with regards to purpose and audience.
	I can use noun and verb phrases for specific effects e.g. precision, humour or persuasion, with increasing accuracy.
	I can confidently use a range of sentence structures, placing the subordinate clause at the beginning, in the middle, or at the end of a sentence for an intended effect.
	I can appropriately use Standard English in all forms of speech and writing.
	I can discuss reading, writing and spoken language with accurate and precise terminology, with increased confidence.
	I can identify and evaluate the impact of grammatical features on the texts I read and write.
To punctuate accurately	I can use commas, hyphens, brackets, dashes, semi-colons, colons and apostrophes accurately within writing and to achieve a desired effect. Occasional errors may appear in the form of comma splicing, or the use of semi-colons not always being accurate.
To write with purpose and appropriately	I can clearly use standard written conventions across a variety of forms, adapting them when needed to suit purpose and audience, mainly successfully, e.g. clear emphasis on narration rather than plot, lead paragraph and sustained sensationalism in a tabloid article.
	I can make sustained attempts to be ambitious in terms of content, moving beyond the obvious e.g. writing topics that go beyond the obvious like a holiday that went wrong because the plane was delayed.
	I can write with a convincing, individual voice or point of view established and mostly sustained throughout, e.g. authoritative expert view, convincing characterisation, adopting a role.
	I can develop note-taking, drawing together a range of developed and adapted points, to appeal to a specified purpose.

<p>for an audience</p>	<p>I can ensure the level of formality used is suitable for purpose and audience appropriate. I can also use a range of stylistic devices to achieve different effects, not always successfully, e.g. controlled informality, generalisations or shifts between conversational style and more literary language.</p>
	<p>I can edit and improve texts, with some justification for alterations that are made.</p>
	<p>I can write accurately, with the correct form and features when writing a wide range of texts (including well-structured formal expository and narrative essays; scripts; poetry; notes and polished scripts for talks and presentations; non-narrative texts, including arguments, personal and formal letters).</p>
<p>To use imaginative description</p>	<p>I can craft and sustain believable characters, settings and plots using a range of techniques.</p>
	<p>I can use and understand a range of linguistic and literary techniques when describing independently, to achieve a desired effect.</p>
<p>To structure writing</p>	<p>I can edit vocabulary, grammar and structure of writing to improve coherence and overall effectiveness.</p>
	<p>I can identify grammatical, punctuation and spelling errors in my own work, with increasing independence.</p>
	<p>I can use and discuss the sequence of paragraphs to provide control, clarity and overall direction for the reader.</p>
	<p>I can control and sequence paragraphs to provide clarity and overall direction for the reader. I can use cohesive devices to add emphasis and effect within paragraphs.</p>
<p>To use sentences appropriately</p>	<p>I can demonstrate a controlled use of a variety of sentence types and structures, to achieve purpose and contribute to overall effect including a confident use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex noun or prepositional phrases. Evidence of a full variety of sentences in any piece of writing.</p>
<p>To present writing</p>	<p>I can write legibly, fluently and maintain a good speed.</p>