

**Year 8 THRESHOLD CRITERIA**

**ENGLISH**

|                   | <b>AO1</b>  | <b>AO2</b>   | <b>A03</b>  | <b>AO4</b>  |
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|                   | <b>Reading 1: Reading for Meaning</b>   | <b>Writing 1: Content and Organisation</b>   | <b>Writing 2: Technical Accuracy</b>  | <b>Spoken Language</b>  |
| <b>EXCELLENT</b>  | <p>Precision in choice of evidence used to support points, making connections between the layers of meaning, ideas, theme and purpose. Perceptive, evaluative and detailed analysis of language use and structure, becoming more precise in places with an appreciation of craft and exploration of how the language contributes to the overall effect on the reader – including word level.</p> <p>Analysis of how different meanings/interpretations are as a result of the context in which texts are written, tracked across a text with evaluative/analytical comments.</p>                        | <p>Purpose of writing and content is clear, skilfully managed and confident matching the audience. A wide range of stylistic devices are deliberately used to suit a variety of purposes and manipulate the audience’s response.</p> <p>A well-judged and distinctive individual voice or viewpoint is established and sustained.</p> <p>Paragraphing across the text is crafted and integral to enhancing the meaning and purpose.</p> <p>Controlled variety of simple/compound/complex sentences employed judiciously across a text.</p> <p>Pertinent and effective vocabulary choices made.</p> | <p>Deliberate and original choices of sentence length, type and organisation are used to convincingly manipulate an intended response.</p> <p>Only occasional errors in syntax and complex language choices.</p>                                | <p>Explores complex ideas with precision and effect</p> <p>Confidently presenting ideas and information in an engaging and enjoyable way, making regular eye contact and keeping open body language.</p> <p>Vocabulary is precisely chosen to suit purpose, audience and topic – attempts to be original</p> <p>Uses non-verbal features to engage the audience and will use little/no prompts.</p> <p>Manages and manipulates talk or responses to position the listener.</p> <p>Can sustain roles and responsibilities given within the group and will shape overall direction of the talk.</p> |
| <b>PROFICIENT</b> | <p>Clearly identifies and synthesises key, relevant and different ideas.</p> <p>Can use apt textual references to support interpretation and offers detailed explanation of the writer’s intent and the impact upon the reader.</p> <p>Is able to make detailed references and exploration of the writer’s use of language, structure and stylistic devices with appropriate terminology.</p> <p>Viewpoint of a writer is clearly identified and developed through close references to the text and an awareness of how the time in which it was written influences the writer’s intent and choice.</p> | <p>Pupils’ writing has a clear sense of purpose, text type, and is imaginatively controlled and sequenced for a specific impact upon the audience.</p> <p>A convincing individual voice or viewpoint is established and mostly sustained.</p> <p>Controlled variety in the use of simple/complex sentences to achieve purpose/meaning and overall effect.</p> <p>Often concise and apt vocabulary choices made and used appropriately for audience, purpose and effect</p>   | <p>A range of punctuation used accurately – including speech punctuation.</p> <p>Word order and punctuation within the sentence is generally accurate.</p> <p>Uses Standard English appropriately.</p> <p>Correct spelling in the majority.</p> | <p>Is confident in the delivery, making regular eye contact and speaking in a way that is clear and controlled.</p> <p>Adapts vocabulary so that it is well-matched to purpose and audience of the talk.</p> <p>Uses other non-verbal features to engage the audience with little ‘reading’ from notes or prompts.</p> <p>Can sustain roles and responsibilities given within the group and will sometimes shape overall direction of the talk, whilst building upon the ideas of others.</p>   |

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| <p><b>DEVELOPING</b></p> | <p>Identifies most of the key ideas and is able to synthesise relevant and different points.<br/>Can often use relevant textual references to support interpretation and offers some detailed explanation of the writer’s intent and the impact upon the reader.<br/>Is able to make a variety of detailed references and exploration of the writer’s use of language, structure and stylistic devices with some confident use of appropriate terminology.<br/>Viewpoints of writers are identified and explained with awareness of how the time in which it is written might impact on choices.</p>                           | <p>Main purpose of writing is clear and for the most part consistently maintained throughout the piece. Both sentences and paragraphs are clearly structured with some consideration for the reader.<br/>There is a clear viewpoint established within the writing and this is generally consistent and elaborated on at times.<br/>The ideas within the text are managed effectively.<br/>There will be a variety in the length, subject and structure of sentences with some subordination throughout. A wider range of connectives will be used.<br/>Wide vocabulary will be used precisely and independently for chosen effect</p> | <p>Sentences are demarcated accurately throughout the text. Some control of a range of punctuation.<br/>Speech marks denote speech accurately.<br/>Commas being used in lists and to mark clauses, although this is not always accurate.<br/>Uses Standard English mostly.<br/>Correct spelling of most grammatical and content words.</p> | <p>Structures the talk to support meaning and to ensure that the information is conveyed in a way that makes sense to the audience.<br/>Varies vocabulary so that it suits the purpose and audience.<br/>Uses some non-verbal features to suit the audience but is generally confident and does not rely heavily on prompts.<br/>Takes on straightforward roles within the group. Shows a clear understanding of what’s being said and will introduce new ideas/ material.</p> |
| <p><b>ACQUIRING</b></p>  | <p>Identifies some of the key ideas. There is some attempt at synthesising relevant points.<br/>Can use two to three relevant textual references to support interpretation and offers a mixture of detailed and simple explanations of the writer’s intent and the impact upon the reader.<br/>Is able to make two to three simple comments about the writer’s use of language, structure and stylistic devices with some confident use of appropriate terminology.<br/>Some comments made show an awareness of writer’s viewpoint and how the time in which it was written influences the writer’s viewpoint and choices.</p> | <p>Main purpose of writing is clear but not always maintained consistently.<br/>There is a straightforward viewpoint established and maintained.<br/>Content is generally organised in a logical and clustered way, with a fitting opening and closing; there is some linking between paragraphs/sections.<br/>The writing will mainly be made up of simply structured sentences with occasional subordination.<br/>Deliberate vocabulary choices in places which are relevant to topic</p>  | <p>Sentences usually punctuated accurately with capital letters, full stops, question and exclamation marks.<br/>A limited use of speech punctuation but it is attempted.<br/>Attempts to punctuate within sentences but often comma splicing.<br/>Correct spelling of common grammatical and context words.</p>                           | <p>Expresses straightforward ideas and feelings about the topic with some relevant details.<br/>Organises the talk to help the listener.<br/>Adapts language choices at times to suit the content of the talk and the audience.<br/>Makes some/little eye contact but may use prompts regularly.<br/>Shows an awareness of the listener and attempts to engage with them through relevant comments or suggestions.</p>   |