

Year 8 Reading Descriptors – Green

<u>Summarising R1</u>	<u>Using textual detail/Retrieving information R2</u>	<u>Analysing structure R3</u>	<u>Analysing language R4</u>	<u>Interpreting and inferring (using SQID) R5</u>	<u>Comparing texts R6</u>	<u>Writing from a critical perspective R7</u>
Makes a simple, general comment about what one text is about.	Makes reference to a part of a text.	Makes simple distinguishing comment on structure in general.	Makes simple distinguishing comment on language in general.	Making statements about a text, with some textual reference.	Work towards making one or two linking comments.	Simple response to critical statement about a text.

Year 8 Reading Descriptors – Pink

<u>Summarising R1</u>	<u>Using textual detail/Retrieving information R2</u>	<u>Analysing structure R3</u>	<u>Analysing language R4</u>	<u>Interpreting and inferring (using SQID) R5</u>	<u>Comparing texts R6</u>	<u>Writing from a critical perspective R7</u>
Show awareness of what is implied in whole text as well as what is clearly stated. Identifying some differences between two texts including some implicit meanings. Write a summary showing awareness of the writers' main ideas in at least one of two sources.	Selects relevant quotations or textual references to support ideas and analysis. At top end of band these will be increasingly appropriate. At the bottom of the band these will be generalised.	Offers simple comment on the effect of structure. Selects simple references or textual details. Makes simple use of subject terminology, not always appropriately.	Offers simple comment on the effect of language. Selects simple references or textual details. Makes simple use of subject terminology, not always appropriately.	Some use of SQID or part of it. Unpicks explicit meanings with some accuracy at the top of the band. Engages with writer's intentions at a basic level.	At the top of the band: Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used. Selects some appropriate textual detail/references, not always supporting from one or both texts. Identifies some different ideas and perspectives. At the lower end of the band: Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods. Some references.	Makes some evaluative comment(s) on effect(s) on the reader. Shows some understanding of writer's methods. Makes some appropriate textual reference(s) Makes some developed response to the focus of a critical statement at the top of the band.

Year 8 Reading Descriptors – Yellow

<u>Summarising R1</u>	<u>Using textual detail/Retrieving information R2</u>	<u>Analysing structure R3</u>	<u>Analysing language R4</u>	<u>Interpreting and inferring (using SQID) R5</u>	<u>Comparing texts R6</u>	<u>Writing from a critical perspective R7</u>
Think about what is implied in whole text as well as what is clearly stated.	Selects clear range of appropriate quotations to	Comments on the effect of structure with increasing success. Selects some appropriate textual	Comments on the effect of language with increasing success. Selects some appropriate	Clear and deliberate use of SQID. A willingness to unpick explicit meanings as	Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used.	Evaluates clearly the effect(s) on the reader. Shows clear, if not always fully

Identifying a range of differences between two texts including some implicit meanings. Write a summary linking the writers' main ideas in two sources.	support ideas and analysis.	detail. Makes appropriate use of subject terminology.	textual detail. Makes appropriate use of subject terminology,	well as some implicit ones. Sometimes develops ideas.	Selects relevant detail to support, sometimes more confident with one text than the other. Shows an increasingly understanding of the different ideas and perspectives in both texts.	developed understanding of writer's methods. Selects a range of relevant textual references. Makes a clear and relevant response to the focus of a critical statement with some development.
--	-----------------------------	---	---	---	---	--

Year 8 Reading Descriptors – Blue

<u>Summarising R1</u>	<u>Using textual detail/Retrieving information R2</u>	<u>Analysing structure R3</u>	<u>Analysing language R4</u>	<u>Interpreting and inferring (using SQID) R5</u>	<u>Comparing texts R6</u>	<u>Writing from a critical perspective R7</u>
Interpret a range of ideas by putting in own words. Compare the differences between two whole texts including implicit meanings. Write a clear summary, comparing the whole of two sources.	Selects considered range of quotations to support ideas and analysis.	Explains clearly the effects of the writer's choices of structure. Selects a range of relevant textual detail. Makes clear and accurate use of subject terminology	Explains clearly the effects of the writer's choices of language. Selects a range of relevant textual detail. Makes clear and accurate use of subject terminology	Greater confidence when using SQID. A willingness to unpick implicit, as well as explicit, meanings. A willingness to develop ideas e.g. writer's intentions or another method the writer has used in the ref.	Compares ideas and perspectives in a clear and confident way. Explains clearly how several writers' methods are used. Selects relevant detail to support from both texts. Shows an increasingly understanding of the different ideas and perspectives in both texts.	Evaluates the effect(s) on the reader in an informed way. Shows a more developed understanding of writer's methods. Selects a range of relevant textual references. Discusses text from a critical perspective in a more informed way.

Year 8 Reading Descriptors – Salmon

<u>Summarising R1</u>	<u>Using textual detail/retrieving information R2</u>	<u>Analysing structure R3</u>	<u>Analysing language R4</u>	<u>Interpreting and inferring (using SQID) R5</u>	<u>Comparing texts R6</u>	<u>Writing from a critical perspective R7</u>
Identify and interpret explicit and implicit information. Offer skilful, informed	Selects judicious range of quotations to support ideas and analysis	Shows detailed and perceptive understanding of structure. Analyses the effects of the writer's choices of structure.	Shows detailed and perceptive understanding of language. Analyses the effects of the writer's choices of language.	Exploratory stance, supported by increasingly confident referencing. Using SQID habitually. Specific meaning of quotations is	Compares ideas and perspectives in a perceptive and increasingly embedded way. Analyses how writers' methods are used in both texts. Selects a range of judicious supporting detail from both texts.	Evaluates critically effect(s) on the reader. Shows perceptive understanding of range of writer's methods.

overview of one or more texts.		Selects a thoughtful and deliberate range of textual detail. Makes accurate use of a range of subject terminology.	Selects a thoughtful and deliberate range of textual detail. Makes accurate use of a range of subject terminology.	unpicked and often developed. Increasingly confident with both implicit and explicit meanings.	Shows a detailed understanding of the different ideas and perspectives in both texts.	Selects a thoughtful range of textual detail. Develops a convincing and shaped response to the focus of a critical statement, perspective.
--------------------------------	--	--	--	--	---	--

Year8 Writing Descriptors – Green

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Increasingly writes using relevant ideas & develops material with imaginative detail.	More often than not the main purpose of the writing is clear & consistently maintained; shows awareness of and attempts to write in a tone, style & register appropriate to purpose & audience.	Increasingly aware of the need to apply structure to whole text; uses connectives more consistently to link ideas; more regularly attempts to use a range of punctuation & a mixture of complex, compound & simple sentences.	Increasing awareness of the need to use vocabulary for effect; shows growing awareness of the common spelling rules.

Year8 Writing Descriptors – Pink

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Tries to write imaginatively; shows increasing awareness of a range of writing forms & conventions.	Sustained attempts to match tone, style & register to purpose & audience; writes with a clear & personal point of view.	Attempts more consistently to apply structure to whole text; links between & within paragraphs increasingly evident; more consistent attempts to use a range of punctuation & sentence structures to create effects.	Developing skill with vocabulary chosen for effect, though not always successful, & variety; spelling of most common words is accurate.

Year8 Writing Descriptors – Yellow

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Developing skill in attempting imaginative treatment of ideas, settings & characters in a generally appropriate way; shows developing familiarity with a range of writing forms & conventions.	Increasingly successful in matching tone, style & register to purpose & audience; writes with a clear & personal point of view and tries to sustain it throughout.	Developing control of structure of whole text; increasingly strong links between & within paragraphs; writing draws a range of punctuation & sentence structures to create effects.	Increasingly a range of vocabulary used with imagination & usually appropriate to purpose, form & audience; spelling is generally accurate, including some ambitious or uncommon choices.

Year8 Writing Descriptors – Blue

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Developing skill in producing imaginative & competent expression of ideas, settings & characters; choosing appropriately from a range of writing forms & conventions.	Developing competence in matching tone, style & register to purpose & audience; writes with a clear & personal point of view sustained throughout the piece of writing.	Increasingly competent control of structure of whole text; increasingly consistent cohesion between & within paragraphs; writing draws a wide range of punctuation & sentence structures to create effects.	Increasingly a wide range of vocabulary, often ambitious, used creatively & consistently matched to purpose, form & audience with a clear sense of crafting; spelling is generally accurate, including ambitious or uncommon choices.

Year8 Writing Descriptors – Salmon

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Developing skill in producing creative, mature & sophisticated expression of ideas, settings & characters; showing some ability to select judiciously from a wider repertoire of writing forms & conventions.	Developing skill in confidently & accurately matching tone, style & register to purpose & audience; developing a distinctive personal voice & more assured style matched to intended effects.	Increasingly assured control of structure of whole text; developing sophisticated level of cohesion between & within paragraphs; writing draws more consistently on the full range of punctuation & sentence structures to create increasingly precise effects.	Increasingly a wide range of sophisticated vocabulary used with flair & precision; spelling is almost always accurate.