

Y8 Term 1 Skills Tracker

This term we are studying non-fiction texts about Victorian England and literary fiction extracts from the Gothic genre, which originated in this era. You will build on the knowledge and skills from Y7 when you studied how context influences the content of texts and when you began to make comments on the methods that writers use.

The tracker helps you monitor your own progress and talk about this with your teacher and people at home.

Reading

	Inconsistent Progress	Good Progress	Very Good Progress
Reading for understanding and referencing texts	- I give relevant ideas about a text in response to an open question. - I mostly include a direct quotation from the text in my written answers - I have not routinely quizzed for AR, meaning I am not completing my 60 minutes of engaged time per week	- I can give an explained idea about a text in response to an open question - I always use a direct quotation to support my points - I have quizzed routinely for AR, usually having the expected engaged time of 60 minutes per week	- I usually give an explained idea about a text in response to an open question - I mostly use well-chosen direct quotations to support my points - I have quizzed frequently on AR, consistently having the expected engaged time of 60 minutes per week
Making inferences	I consistently make sensible inferences about quotations and explain them e.g. that it is cold because there is frost which implies it's winter.	- I consistently make sensible inferences about quotations and explain them e.g. that it is cold because there is frost which implies it's winter. - I can usually offer more than one inference and use discourse markers to link my ideas together - I can make inferences based on earlier textual references	- I consistently make sensible inferences about quotations and explain them e.g. that it is cold because there is frost which implies it's winter. - I mostly offer more than one inference and use discourse markers to link my ideas together - I often make inferences based on earlier textual references
Analysing structural and organisational methods	- I can identify the main mood in a text - I can say what the mood is like at the start, middle and end of a text	- I can identify the main moods in a text - I can track how a mood changes between the beginning, middle and end by including textual references	- I can identify the main moods in a text - I can comment on how mood changes affect the readers' understanding
Analysing language methods	- I can always define and identify the main word classes - I can independently define and identify key language methods we're currently learning about - I can always explain the simple connotations of different word choices.	- I can always define and identify the main word classes and methods learnt previously and this term - I use my planner to help me identify language methods I've not yet been explicitly taught. - I am beginning to offer simple explanations of how word choices or language methods create meaning.	- I can always define and identify the main word classes and methods learnt previously and this year and I use my planner to help me identify others. - I usually offer simple explanations of how word choices or language methods create meaning.
Analysis of writers' purpose and intended impact	- I am beginning to use precise adjectives to describe the overall tone of a text - I can identify when a writer is writing about a universal theme and offer simple explanation about what they wanted to convey.	- I often use precise adjectives to describe the overall tone of a text - I can identify when a writer is writing about a universal theme and offer some explanation about what they wanted to convey.	- I always use precise adjectives to describe the overall tone of a text - I can identify when a writer is writing about a universal theme and offer some explanation about what they wanted to convey.
Making links to context	- I can give a simple explanation as to how historical context may have influenced the text's plot and universal themes - I can identify examples of the conventions of the text's genre	- I can clearly explain how the historical context may influence the text's content and universal themes - I can discuss how the text conforms and deviates from the conventions of its genre	- I can clearly explain how the historical context may influence the text's content and themes and the writer's intentions - I can place the text in its literary timeline and compare it to older and more modern texts of the same genre

Writing

	Inconsistent Progress	Good Progress	Very Good
Write imaginative, interesting and thoughtful texts suited to purpose, audience and form using writers' methods.	- I write about one idea relevant to the task with well-chosen detail that helps my reader. - I include 2 language methods which make my writing engaging	- I write about one idea relevant to the task with engaging detail that helps my reader. - I include 2-4 language methods which make my writing engaging	- I write about 2 distinct and relevant ideas and add well-chosen detail to help my reader understand - I include 2-4 engaging language methods that are suited to the text's purpose and audience
Organise and present whole texts effectively, sequencing and structuring information & ideas	- My ideas are sequenced so there is a link between the beginning, middle and end of my text - I consistently divide my work into paragraphs. - I use basic discourse markers within paragraphs	- My ideas are sequenced so there is a link between the beginning, middle and end of my text - I consistently divide my work into paragraphs. - I use a range of discourse markers within paragraphs	- My ideas are sequenced for effect - My writing is consistently divided into paragraphs which include discourse markers. - I am starting to use discourse markers between paragraphs to create whole-text coherency.
Vary sentence types and starters for clarity, purpose and effect	- I write in simple and compound sentences which are consistently grammatically accurate. - I can independently craft grammatically accurate complex sentences but only occasionally use them.	- I write in simple and compound sentences which are consistently grammatically accurate. - I regularly use grammatically accurate complex sentences in my writing.	I use simple, compound and complex sentences in my writing with few grammatical errors.
Using punctuation accurately and effectively	- I consistently use full-stops, question marks or exclamation marks and capital letters accurately - I can use apostrophes, speech marks and commas in list but make some mistakes	- I consistently use capital letters, full stops, exclamation marks, question marks accurately. - I accurately use apostrophes, speech marks and commas in list. - I occasionally attempt to use commas in complex sentences	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, speech marks and commas in list accurately. - I routinely use commas in complex sentences with minimal error
Select appropriate and effective vocabulary	- I use some Tier 2 vocabulary in my writing to improve clarity and engagement - I use our key words in my writing when appropriate	- I regularly use suitable Tier 2 vocabulary in my writing to make it more precise and engaging - I regularly use our key words in my writing when appropriate	- I routinely use suitable Tier 2 vocabulary in my writing to make it precise and engaging - I routinely use our key words in my writing - There is evidence in my writing that I am drawing on my vocabulary from other lessons, a thesaurus or my wider reading
Use correct spelling	- I can spell familiar Tier 1 words accurately - I can spell most Tier 2 words accurately / phonetically plausible - There is limited evidence of me practising the spelling of our key words and there is improvement from last term.	- I can spell familiar Tier 1 and Tier 2 words accurately, including those that do not follow typical patterns. - I am successfully practising our key words, usually achieving 7+ on the spelling tests in lesson.	- I rarely spell familiar Tier 1 and Tier 2 words incorrectly - Unfamiliar, complex vocabulary is spelled in phonetically plausible way - I am successfully practising our key words, always achieving 7+ on the spelling tests in lesson

Speaking and Listening

	Inconsistent Progress	Good Progress	Very Good
Classroom listening	I rarely interrupt my teacher or classmate when they are talking to the class	I consistently listen respectfully to my teacher and classmates when they're speaking in class	I actively listen to my teacher and classmates when they're speaking to the class
Pair / group listening	I usually listen respectfully to my partner(s)	I always listen respectfully to the ideas of my partner(s)	I listen respectfully to and build on the ideas of my partner(s)
Classroom speaking	I sometimes voluntarily contribute to class discussions	I regularly give detailed answers	I routinely answer questions clearly building on other people's ideas

Pair / group speaking	• I stay on task and make useful verbal contributions	• I engage with my partner / group by making useful contributions and ensuring everyone contributes	• I engage with my partner / group by making useful contributions and ensuring everyone contributes • When appropriate I take on a leading role in pair / group work
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