

Y8 Term 3 Skills Tracker

This term we are poetry from around the world, starting with local poets before listening to perspectives from other cultures. We will then study Romeo and Juliet, analysing the poetic language of the greatest English writer to ever have lived and applying our own perspectives when evaluating how the characters behave.

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 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	- I usually give an explained idea about a text in response to an open question - I always use well-chosen direct quotations to support points about a text - 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 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	- 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. - When appropriate, I always offer more than one inference and use discourse markers to link my ideas together - When appropriate, I always make inferences based on earlier textual references
Analysing structural and organisational methods	- 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 using precise vocabulary - I can comment on what the effect of the mood changes are on the reader	- I can identify subtle mood changes in a text - I can explain what the effect of the mood changes are on the reader
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 always 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 can clearly explain 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 clear 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 and try to comment on writers' intentions. - 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

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 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	- I write about 2 distinct and relevant ideas and add engaging detail that helps my reader. - I include 3+ 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 use simple, compound and complex sentences in my writing with few grammatical errors.	- I use simple, compound and complex sentences in my writing with few grammatical errors. - I can structure complex sentences in a range of ways.	- I use simple, compound and complex sentences in my writing with few grammatical errors. - I can structure complex sentences in a range of ways - I regularly use a range of sentence openings (SIPACED)
Using punctuation accurately and effectively	- 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	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - With prompting, I am beginning to use higher-level punctuation : ; ... - () but make errors	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - I am beginning to use higher-level punctuation but make some errors : ; ... - ()
Select appropriate and effective vocabulary	- 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	- I consistently use suitable Tier 2 vocabulary in my writing to make it precise and engaging - I consistently use our key words in my writing - There is clear 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 and Tier 2 words accurately, including those that do not follow typical patterns. - There is limited evidence of me practising the spelling of our key words and there is improvement from last term.	- I can mostly spell familiar Tier 1 and Tier 2 words accurately, including those that do not follow typical patterns. - I am beginning to use strategies to help me spell unfamiliar, complex words - I am successfully practising our key words, usually achieving 7+ on the spelling tests.	- I rarely spell familiar Tier 1 and Tier 2 words incorrectly - I use sensible strategies to help me spell unfamiliar, complex vocabulary - 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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