

Y8 ENGLISH: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Understands key texts: Can identify themes, characters, and main ideas. • Uses evidence: Selects quotations and references to support ideas. • Understands authorial intent: Can explain why a writer uses certain techniques. • Writes clearly and accurately: Uses paragraphs, punctuation, methods and varied vocabulary. • Follows structure: Organises writing with a clear beginning, middle, and end.	A student shows deeper understanding and more advanced reasoning. This includes: • Interprets texts critically: Offers thoughtful, layered interpretations. • Analyses language and structure: Explains how and why techniques are used and their effects. • Makes connections, exploring intentions: Links ideas across texts, genres, or historical contexts and considers why a text has been constructed. • Writes with flair and control: Uses language and techniques creatively and purposefully for effect. • Structures for effect: Organises writing for a range of purposes, creating meanings and conveying intent.

	Unit of Work	KPIs		
		Reading	Writing	Speaking
AUT1	Creating Mystery and Tension	• Reads a range of texts and forms (including poetry, fiction – novels and short stories, plays and non-fiction writing), exploring ideas around characters and themes in relation to specific extracts, making links to other moments.	• Structures text logically using transitional paragraphs, varying sentence types to create a specific pace or mood.	• Voice and Body Language: Clarity of pronunciation/ Voice projection. Gesture & posture/ eye contact.
AUT2				
SPR1	Poetry, Power, and Protest	• Supports interpretations with accurately embedded quotations, referring to key moments across texts.	• Varies sentence lengths intentionally, opening sentences with adverbials or participles (e.g., <i>Silently, she...</i>) to add variety.	• Vocabulary/ Language: Appropriate vocabulary choice/ Register/ Grammar/ Rhetorical techniques.
SPR2				
SUM1	William Shakespeare's 'Much Ado About Nothing'	• Provides analysis of a text, commenting on linguistic features and structural features, commenting on the writer's intent and effect. • Builds on terminology to identify linguistic and structural methods across literary texts. • Widens understanding of context, drawing upon historical and biographical links, commenting on how these influence texts.	• Selects precise, ambitious vocabulary and starts using a range of basic linguistic devices like metaphors, triads. • Incorporates apostrophes for possession, speech marks, and basic colons or semicolons to separate main clauses.	• Content: Choice of content to convey intention/ Structure/ summarising/ Maintaining focus on a task/ Giving reason to support views/ Time management. • Turn-taking/ Listening & responding/ Self-assurance.
	In the Sea there are Crocodiles: Language, Structure, and Meanings			
SUM2		• Develops essay style to be able to state ideas in an introduction, build upon them through main paragraphs, drawing conclusions on texts studied.		