

YEAR 8	ENGLISH LEARNING PATH 1 –LP1	ENGLISH LEARNING PATH 2 – LP2
READING		
St 1	Writers’ aims: I can show a clear understanding of writers’ methods and main aims whilst, where relevant, providing a clear explanation of themes or context (what was happening at the time the text was written/ set) and beginning to make comparisons between idea	Writers’ aims: I can provide some explained response to writers’ methods and main aims whilst, where relevant, providing some explanation of themes (key messages) or context (what was happening at the time the text was written/ set)
St 2	Structure and form: I can show a clear understanding of writers’ structural choices, supporting this with some evidence (textual detail) whilst beginning to use the correct structural terminology (e.g. foreshadowing, tension etc.)	Structure and form: I can show some explained understanding of writers’ structural choices, supporting this with some evidence (textual detail)
St 3	Vocabulary: I can show a clear understanding of why a writer has chosen a particular word exploring connotations (associations) to support this whilst being able to identify key word types accurately in discussion (nouns etc.)	Vocabulary: I can show some explained understanding about why a writer has chosen a particular word using some discussion of connotations (associations) to support this whilst also being able to identify key word types accurately (nouns, adjectives, verbs and adverbs)
St 4	Language techniques and their effects: I can show a clear understanding of why a writer has chosen a particular language technique whilst also being able to identify language techniques in discussion (e.g. similes, metaphors, hyperbole etc.)	Language techniques and their effects: I can show some explained understanding about why a writer has chosen a particular language technique whilst also being able to identify most language techniques (e.g. similes, metaphors, hyperbole etc.)
St 5	Reading skills: I can use a range of reading strategies to understand all of the key points in a text, beginning to link related points together	Reading skills: I can use a range of reading strategies to understand all of the key points in a text
WRITING		
St 6	Writers’ aims: I can generally match my writing to purpose and audience (e.g. viewpoint, tense, formality etc.) whilst also making my writing clear and often engaging	Writers’ aims: I can demonstrate some sustained attempt to match my writing to purpose and audience (e.g. viewpoint, tense, formality etc.) whilst also attempting to make my writing engaging
St 7	Structure and form: Whilst consistently using paragraphs correctly, I can often create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.) and use a growing range of structural features (e.g. one sentence paragraphs)	Structure and form: Whilst consistently using paragraphs correctly, I can begin to create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.) and use some structural features (e.g. one sentence paragraphs)
St 8	Vocabulary: I can clearly choose a developing range of vocabulary for tone and register, spelling all of the commonly used words and a developing range of more irregular/complex words correctly	Vocabulary: I can consciously choose some varied vocabulary for tone and register, spelling all of the commonly used words and a growing range of more irregular/complex words correctly
St 9	Language techniques and their effects: I can consciously use a developing range of technically correct language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)	Language techniques and their effects: I can consciously to use some language techniques which are often technically correct (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)
St 10	Sentences and punctuation: I can use a developing range of punctuation, mostly accurately, in order to create a variety of sentence forms, more often for effect	Sentences and punctuation: I can use a developing range of punctuation, mostly accurately, in order to create a variety of sentence forms, occasionally for effect.

ENGLISH LEARNING PATH STATEMENTS YEAR 8 LP3-4

YEAR 8	ENGLISH LEARNING PATH 3 – LP3	ENGLISH LEARNING PATH 4 – LP4
READING		
St 1	Writers’ aims: I can identify some appropriate things about writers’ methods and main aims (what a writer is aiming to do in a text) and, where relevant, make appropriate comments on themes (key messages) or context (what was happening at the time the text was written/ set)	Writers’ aims: I can write simple things about writers’ methods and main aims (what a writer is aiming to do in a text) and, where relevant, make comments on themes (key messages) or context (what was happening at the time the text was written/ set)
St 2	Structure and form: I can provide some appropriate comments about writers’ structural choices (the way they order the text etc.)	Structure and form: I can write simple comments about writers’ structural choices (the way they order the text etc.)
St 3	Vocabulary: I can show some understanding about why a writer has chosen a particular word (what it shows/suggests) and may identify key word types accurately (nouns, adjectives, verbs and adverbs)	Vocabulary: I can make some simple comments about why a writer has chosen a particular word (what it shows/suggests) and may identify key word types (nouns, adjectives, verbs and adverbs)
St 4	Language techniques and their effects: I can make some appropriate comments about why a writer has chosen a particular language technique and may also identify some language techniques (e.g. similes, metaphors, hyperbole etc.)	Language techniques and their effects: I can make some comments about why a writer has chosen a particular language technique
St 5	Reading skills: I can use a range of reading strategies to understand almost all of the key points in a text	Reading skills: I can use a developing range of reading strategies to understand most of the key points in a text
WRITING		
St 6	Writers’ aims: I can attempt to match my writing to purpose and audience – why I am writing and/or who I am writing for (e.g. viewpoint, tense, formality etc.)	Writers’ aims: I can show a simple awareness of the purpose and/or audience of my writing – why I am writing and/or who I am writing for (e.g. viewpoint, tense, formality etc.)
St 7	Structure and form: I can consistently use paragraphs correctly (ToP, TiP) and can attempt to create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.)	Structure and form: I can consistently use paragraphs correctly (ToP, TiP)
St 8	Vocabulary: I can begin to choose some varied vocabulary for tone (feeling) and register (formality), spelling all of the commonly used words and some more irregular/complex words correctly	Vocabulary: I can begin to vary my vocabulary for tone (feeling) or register (formality) and spell all of the commonly used words (as appropriate for year group)
St 9	Language techniques and their effects: I can attempt to use some language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)	Language techniques and their effects: I can attempt to use some simple language techniques (e.g. similes, alliteration and rhetorical questions etc.)
St 10	Sentences and punctuation: I can always use full stops correctly and use some varied punctuation in order to create a growing variety of sentence forms (e.g. joining two sentences with a connective)	Sentences and punctuation: I can almost always use full stops correctly and also begin to vary my punctuation in order to create a simple range of sentence forms (e.g. joining two sentences with a connective)