

## Stage 8

The following genres and text types are recommended at Stage 8:

Fiction and poetry: political novels / stories with social issues, myths and legends from around the world, humour, short stories, significant poems and drama from other cultures, poems since 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing, magazines and newspapers, reports, leaflets.

## Reading

### Develop broad reading skills\*

- **8Ro1** Broaden experience of reading a wide range of texts and express preferences and opinions
- **8Ro2** Explore how different audiences choose and respond to texts
- **8Ro3** Make relevant notes when researching different sources, comparing and contrasting information

### Demonstrate understanding of explicit meaning in texts

- **8Rx1** Identify relevant points, synthesising and summarising ideas from different parts of a text
- **8Rx2** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate

### Demonstrate understanding of implicit meaning in texts

- **8Ri1** Comment on implied meaning, e.g. writer's viewpoint, relationships between characters, ironic effect

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **8Rw1** Comment on how a writer's use of language contributes to the overall effect on the reader, using appropriate terminology
- **8Rw2** Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts, considering informal or formal style as well as the choice of words to create character
- **8Rw3** Compare poems from different cultures and times, commenting on poets' use of language and imagery to develop similar themes and elicit responses from the reader
- **8Rw4** Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language
- **8Rw5** Comment on the use of a wide range of punctuation to convey shades of meaning

### Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **8Rv1** Trace the development of a writer's or a poet's ideas, viewpoint and themes through a text and relate these to other texts read
- **8Rv2** Demonstrate understanding of the main features of text structure of each genre and text type studied

\* Broad reading skills are not assessed in the tests.

- **8Rv3** Explore why certain texts are important within a culture and show awareness that the context in which a text is written and read affects its meaning
- **8Rv4** Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports
- **8Rv5** Explain how specific choices and combinations of form, layout and presentation create particular effects

## Writing

### Develop broad writing skills\*

- **8Wo1** Apply editing and proofreading skills to a range of different texts and contexts
- **8Wo2** Extend vocabulary by noting down powerful words in books read

### Select and develop content and use register and language appropriate to genre, purpose and audience

- **8Wa1** Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas
- **8Wa2** Develop ideas to suit a specific audience, purpose and task
- **8Wa3** Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes
- **8Wa4** Write in a range of forms for a variety of purposes, including:
  - autobiography (to entertain, inform, review or comment)
  - diary entries (to inform, explain, review, comment or explore)
  - leaflets or newspaper reports (to inform)
  - letters (to persuade, entertain, narrate or comment)
  - magazine articles (to describe, review or comment)
  - reports (to review, inform, advise or argue)
  - reviews (to inform, entertain or advise)
  - summaries
- **8Wa5** Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing
- **8Wa6** Create and control effects by drawing independently on the range and variety of their own vocabulary
- **8Wa7** Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects

### Structure and organise ideas coherently using sections or paragraphs

- **8Wt1** Experiment with different ways of structuring and presenting texts, appropriate for different audiences and purposes
- **8Wt2** Use a range of cohesive devices with audience and purpose in mind

\* Broad writing skills are not assessed in the tests.

### **Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects**

- **8Wp1** Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects
- **8Wp2** Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect
- **8Wp3** Confidently use a range of sentence features to clarify or emphasise meaning, e.g. complex nouns or prepositional phrases
- **8Wp4** Use accurate punctuation including commas, parenthetical commas, colons, semi-colons, dashes and brackets

### **Use accurate spelling**

- **8Ws1** Spell most words correctly, including some complex polysyllabic words and unfamiliar words
- **8Ws2** Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling

## **Speaking and listening\***

- **8SL1** Give short presentations and answer questions, maintaining effective organisation of talk
- **8SL2** Adapt speech, non-verbal gesture and movement to meet an increasing range of demands
- **8SL3** Explore complex ideas and feelings, both succinctly and at length
- **8SL4** Take part in a simple debate following formal rules (proposer, seconder, etc.)
- **8SL5** Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings
- **8SL6** Conduct a discussion, drawing together ideas and promoting effective sharing of ideas
- **8SL7** Work in groups to formulate ideas and plans of action
- **8SL8** Develop skills in solo, paired and group assignments, including role-play and drama
- **8SL9** Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement
- **8SL10** Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language

\* Speaking and listening skills are not assessed in the tests.

## Stage 9

The following genres and text types are recommended at Stage 9:

Fiction and poetry: short stories with similar themes for comparison, contemporary stories including dialogue with dialect, novels written through letters or diary accounts, texts from different cultures and traditions, older drama from other cultures, different poetic forms from around the world.

Non-fiction: travel writing, advertising copy, reference books and encyclopedias – both concise and longer texts, reports, leaflets.

## Reading

### Develop broad reading skills\*

- **9Ro1** Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations
- **9Ro2** Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media
- **9Ro3** Analyse how texts are shaped by audiences' preferences and opinions

### Demonstrate understanding of explicit meaning in texts

- **9Rx1** Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts

### Demonstrate understanding of implicit meaning in texts

- **9Ri1** Develop interpretations of texts, supporting points with detailed textual evidence
- **9Ri2** Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **9Rw1** Show some appreciation of how a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience
- **9Rw2** Analyse in depth and detail a writer's use of literary, rhetorical and grammatical features and their effects on different readers
- **9Rw3** Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state
- **9Rw4** Understand how words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader
- **9Rw5** Recognise ways in which writers use different registers and other methods to communicate with their audience

\* Broad reading skills are not assessed in the tests.