



Year 8 Literacy

Learners are able to:

Develop Oracy

Speaking

- ❖ present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions
- ❖ respond to others' views positively and appropriately when challenged
- ❖ defend a point of view with information and reasons, e.g. in role or debate
- ❖ Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context

Listening

- ❖ respond thoughtfully to others' ideas, asking pertinent questions
- ❖ listen to explanations of processes, sequences or points of view and identify the main points in order
- ❖ respond positively and thoughtfully to new ideas and alternative points of view
- ❖ listen to information and ideas (on-screen or live) and identify how evidence is used e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration

Collaboration and Discussion

- ❖ take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers
- ❖ or adults
- ❖ discuss opposing viewpoints and negotiate ways forward.

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Use Reading Skills

Reading Strategies

- ❖ use their knowledge of:
 - word roots and families
 - grammar, sentence and whole-text structure
 - content and context to make sense of words, sentences and whole texts
- ❖ use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
- ❖ be selective about which internet sources to download or quote depending on their reliability and relevance

Comprehension

- ❖ read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- ❖ select the main points from texts and identify how information and evidence are used to support them
- ❖ read between the lines using inference and deduction
- ❖ identify how a text is organised, e.g. logically or thematically, to make the content clear and informative
- ❖ follow up initial ideas that interest them by further research
- ❖ read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- ❖ locate and selectively use additional information and evidence from different sources
- ❖ use inference and deduction to understand layers of meaning
- ❖ make connections between texts, their themes and factual content, and identify any agreement and contradictions
- ❖ read around a topic that interests them and develop a broader understanding of it through research

Response and Analysis

- ❖ summarise and synthesise information, e.g. concise account of a broad topic, using different sources
- ❖ distinguish between bias and objectivity and explain how they are different
- ❖ identify different views of a topic and any areas of agreement and contradiction
- ❖ evaluate texts in terms of quality and level of interest



Use Writing Skills

Meaning and Purpose

- ❖ adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing
- ❖ make connections and/or elaborate to ensure full coverage of topic
- ❖ in planning writing make choices about content, structure, language, presentation to suit the purpose
- ❖ choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. continuous prose for a detailed argument,
- ❖ hyperlinked pages for different information on a topic, moving graphics to show processes
- ❖ use criteria to identify ways to improve and then redraft

Structure and organisation

- ❖ use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters
- ❖ select, analyse and present ideas and information convincingly or objectively
- ❖ organise longer pieces of writing making links within and between paragraphs

Language

- ❖ use the third person to convey ideas and information
e.g. according to experts ...
sources reveal that ...
- ❖ use technical terms, language and expression consistent with the subject content

Grammar and Punctuation, Spelling and Handwriting

- ❖ write with grammatical accuracy, varying the length and structure of sentences to make meaning clear
- ❖ use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks
- ❖ use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
- ❖ produce fluent and legible handwriting
- ❖ Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context
- ❖ Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.