

WRITING EXPECTATIONS END OF YEAR 8



| Ideas | Example |
|--|---|
| <p>The writing contains elaborated ideas that clearly explore a connected theme, although the theme may not be explored in great depth</p> | <p>Technology has become an integral part of modern education, transforming the way students learn and teachers instruct. From interactive whiteboards to online resources, technology offers numerous tools that enhance the learning experience. For instance, educational apps and websites provide students with access to a wealth of information and interactive activities that make learning more engaging.</p> |
| <p>The writing finishes with a clear ending that reinforces the main idea/theme</p> | <p>In conclusion, recycling is essential for protecting our environment and conserving natural resources, making it a practice that everyone should adopt</p> |
| <p>In non-fiction writing, ideas should be supported by relevant facts or opinions</p> | <p>Regular exercise is essential for maintaining good health and well-being. According to the World Health Organization, engaging in at least 150 minutes of moderate-intensity exercise each week can reduce the risk of chronic diseases such as heart disease, diabetes, and obesity. This shows that exercise is not just about staying fit, but also about preventing serious health issues.</p> |
| <p>In fiction writing, interesting language and descriptions are used to deepen a mood, or create a image in the reader's mind</p> | <p>The once-grand staircase, now covered in a thick layer of dust, spiraled upwards into darkness. Cobwebs hung like ghostly curtains, swaying gently in the cold breeze that seemed to come from nowhere. The portraits on the walls, their eyes following every movement, added to the unsettling atmosphere.</p> |

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| Sentence | Example |
|--|--|
| Use different types of sentences: simple, compound, and complex | <ul style="list-style-type: none">• Simple: "Lily was brave."• Compound: "Lily was brave, and she loved adventures."• Complex: "Although the forest was scary, Lily decided to enter it." |
| Start your sentences in different ways | "Bravely, Lily stepped into the forest." "Despite her fear, she moved forward." |
| Use fronted adverbials to add more detail | "Before sunrise, Lily began her adventure." |
| Relative clauses add extra information | "Lily, who was known for her bravery, decided to explore the forest." |
| Organisation | Example |
| Writing should be divided into clear paragraphs that are mostly correctly used | Use the TIP TOP rule to change paragraphs when there is a change in T ime, P lace, T opic or P erson |
| Non-fiction writing uses subheadings and bullet points to organise ideas | <u>Title</u> <u>Subtitle</u> <ul style="list-style-type: none">• <u>Info</u>• <u>Info</u> |

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| Vocabulary | Example |
|---|--|
| Shades of Meaning: Use shades of meaning to select the best adjective to develop their mood or description | Instead of saying “Lily was scared,” you could say “Lily was terrified” to show a stronger emotion |
| Range of Verbs: Vary verbs to explore an idea | Instead of always saying “Lily walked,” you could say “Lily trudged,” “Lily strolled,” or “Lily marched” to demonstrate more about Lily’s feelings or character |
| Connectives: Carefully select connectives to sustain meaning | Use words like “because”, “therefore” and “however” to connect ideas. “Lily was brave, however, the creeping shadows all around her made it hard to venture on.” |
| Use simple noun phrases, adverbs, some figurative language (like similes or metaphors), precise words, and specific nouns | <ul style="list-style-type: none">• Simple noun phrase: “the dark forest”• Adverb: “bravely”• Simile: “The forest was as dark as night.”• Precise words: “hidden treasure”• Specific nouns: “Lily, village, treasure” |
| In non-fiction, use technical language and specific nouns | If writing about animal behaviour, for example, use specific language such as: ‘hibernate’ and ‘omnivore’ and ‘biodiversity’. |

WRITING EXPECTATIONS END OF YEAR 8



| Structure | Example |
|---|--|
| Use build up sentences to develop suspense | Lily heard a rustling in the bushes. Her heart pounded as she slowly turned to see what was there. |
| Present a problem and resolution using action and dialogue | <ul style="list-style-type: none">• Action: “Desperate for a better view, she scaled a tall tree, hoping to spot a familiar landmark.”• Dialogue: “Panicking, Lily called out, ‘Is anyone out there? I need help!’”• Resolution: “To her relief, a wise old owl appeared and led her safely back to the path. |
| Topic sentences and connectives ensure the reader can understand key ideas. | Finally, Lily found the hidden treasure. With a sense of triumph , she opened the chest to reveal glittering jewels and ancient artefacts. In the end , Lily returned home as a hero, her heart full of pride and her courage proven. |
| Writing has a clear conclusion and personal voice/ character resolution | Lily returned home as a hero, her heart full of pride. She realised that bravery means facing your fears, no matter how scary they seem. |

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| Punctuation | Example |
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| Capital Letters/ Full stops: Use capital letters at the start of sentences, for names, and for titles and full stops at the end | Yesterday, Jim and I visited the Nelson Museum to see the exhibit on Ancient Egypt. |
| Commas: Use commas to separate items in a list and after introductory words or phrases | After finishing her homework, Tia packed her bag with notebooks, pencils, a calculator, and a water bottle. |
| Apostrophes: Use apostrophes for contractions (like “don’t” and “it’s”) and to show possession (like “Lily’s book”) | It’s important to remember Rosa’s birthday next week, so don’t forget to buy her a gift. |
| Question Marks: Use question marks at the end of questions | Are you planning to attend the school event next Friday? |
| Exclamation Marks: Use exclamation marks to show strong feelings | I can’t believe we won the championship! |
| Speech Marks: Use speech marks to show when someone is talking | “Can you help me with my homework?” asked Sarah. |
| Colons and Semicolons: Begin to use colons and semicolons to link related ideas or separate items in complex lists | Colon: There are three things you need for the trip: a map, a flashlight, and a first-aid kit. Semicolon: I have a big test tomorrow; I can’t go out tonight. |

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Hyphens and Dashes: Use hyphens to join words and dashes to add emphasis or additional information

Hyphen: We need a well-organized plan to succeed.

Dash: I couldn't believe it—she actually won the race!

Spelling

Example

Can apply common sound patterns to spell unknown words using grapheme patterns

- Use what you know about sounds to spell new words, like “knight” and “phone.”
- Use lesser known vowel teams to spell new words (ie. vein, beige, touch, rough)

Can use prefixes and suffixes to spell words in writing (Morphology)

Spell words with beginnings (prefixes) like “non-” and “inter-” and endings (suffixes) like “-ure” and “-ment”, “-able” and “-ible”

Use homophones correctly in writing

Know the difference between words that sound the same but have different meanings, like “there,” “their,” and “they’re”, or “stationary” and “stationery”

Spelling Rules

Can understand and apply spelling rules for:

- plurals (ie. baby to babies)
- -ed (happen to happened)
- -er and -est (happy to happier and happiest)
- double consonant (hop to hopping/ hopped)

Spell polysyllabic words

Use syllabaling skills to spell words like: um-brell-a, ad-ven-ture and in-ter-mis-sion

