

80%		<u>Reading Descriptors</u> <u>Students can ...</u>			20%	100%		
		Selecting Evidence	Language, Structure and Form	Writers' Ideas				
6A	39-40	SECURING	<ul style="list-style-type: none"> With precision, develop a critical, personal response, selecting and applying the most relevant information and textual evidence to their personal interrogations of the text. Analyse well supported textual references and quotations, judging their effectiveness from the text and their wider reading. Make precise critical connections between their imaginative insights and the implicit meanings in the text. 	<ul style="list-style-type: none"> Consistent evaluation and appreciation of how language and structure supports the writers' purpose and contributes to meaning and theme. 	Multiple choice test data worth 20% (8 marks) Reading = Context and Structure Quizzes Writing = Literacy Quizzes	48	6A	
6B	37-38					46	6B	
5A	35-36		<ul style="list-style-type: none"> Confidently and consistently explore and synthesise information identified from different places in the text, exploring personal interpretation. Explore a range of relevant textual reference and quotation, at word and text level, from a range of places in the text, with reference to wider reading Start to show a critical interpretation of the text, making connections between insights and referring to other sources. 	<ul style="list-style-type: none"> Develop precise and perceptive analysis of language and structure, exploring the writers' craft. Evaluate the effectiveness of language and structure used by writers, particularly when comparing texts. 		<ul style="list-style-type: none"> Begin to offer critical evaluation of writers' purposes and viewpoints and how these are articulated across texts. Develop an appreciation of how particular techniques and devices achieve the effects they do. Begin to offer analysis and evaluation of how a writer relates a text to a particular social and historical context, considering the conventions writers use. 	43	5A
5B	33-34						41	5B

4A	30-32	DEVELOPING	<ul style="list-style-type: none"> Increasing precision in selecting and commenting on the most relevant information identified from different places in the text to support main ideas or argument. Comment and explain, incorporating apt textual reference and quotation from a range of places in the text. Clearly identify different layers of meaning with some attempt to explore them in detail. Significance of ideas in the text explored. 	<ul style="list-style-type: none"> Analyse in some detail, using appropriate terminology, how language is used by a writer. Analyse in some detail, using appropriate terminology, how structural choices support writers' theme of purpose. Draw together comments on how the writers' use of language and structure contributes to an overall meaning. 	<ul style="list-style-type: none"> Explain in detail how a writer achieves particular effects Explain in confident detail how the contexts in which texts are written and read affect meaning. Analyse how a text or writer is influenced by earlier texts. 	38	4A			
4B	28-29					35	4B			
3A	26-27					<ul style="list-style-type: none"> Summarise and synthesise the most relevant information identified from different places in the text, explaining personal interpretation. Incorporate apt textual reference and quotation to support a range of inferences and deductions that are growing in detail. Develop secure explanations of suggested meanings from different places in the text. 	<ul style="list-style-type: none"> Explore some detailed explanations, using appropriate terminology, of how language is used by a writer. Explore some detailed explanations, using appropriate terminology, of how structural choices support writers' theme of purpose Start to draw together comments on how the writers' use of language and structure contributes to an overall meaning. 	<ul style="list-style-type: none"> Locate evidence and offer some specific explanation of the writers' point of view and purpose. Begin to explicitly explain how a writer achieves particular effect and through some detailed discussion explain how the contexts in which texts are set and read contribute to meaning. Begin to explore textual conventions or features used by writers from different periods. 	33	3A
3B	24-25								30	3B
2A	21-23	<ul style="list-style-type: none"> Identify the most relevant points from different places in the text, explaining their 	<ul style="list-style-type: none"> Identify various features of writers' use of language with some explanation and 	<ul style="list-style-type: none"> Explain, in general terms, the link between the purpose and the 	28	2A				
2B	19-				24	2B				

	20		<p>personal comments.</p> <ul style="list-style-type: none"> • Generally support their comments with quotations from different places in the text to infer what the writer might mean. • Make inferences and deductions based on evidence from different places in the text. 	<p>some awareness of the effect.</p> <ul style="list-style-type: none"> • Clearly identify various features of structure, text organisation and form with some explanation and awareness of writers' craft. 	<p>intended effect on the reader.</p> <ul style="list-style-type: none"> • With some explanation, explain how the contexts in which texts are set and read contribute to meaning. • Identify similarities and differences between texts with some explanation. 		
1A	17-18		<ul style="list-style-type: none"> • Identify some relevant information from different places in the text. • Support comments with some apt textual reference or quotation however the selections can lack focus. • Establish meaning at a literal level. Inferences often based on a section of text (comments are not always rooted in the text.) 	<ul style="list-style-type: none"> • Identify some basic features of language used by a writer, making simple comment about them. • Identify some basic features of organisation and structure, making simple comment about them. 	<ul style="list-style-type: none"> • Identify the writers' point of view and their own regarding a text. • Make simple comment about the writer's viewpoint and the effect of the social and historical context on the reader in which texts are set and read. • Identify features common to different texts or versions of the same text. 	22	1A
1B	14-16					19	1B
P8	12-13	PREPARING	<ul style="list-style-type: none"> • Identify the most obvious information and show understanding of basic character and plot from the text (mis-understandings may occur when considering ideas across the text). • Quotations independently selected but not always relevant. • Paraphrased quotations rather than personal 	<ul style="list-style-type: none"> • Identify a few basic features of language used by a writer but with little or no comment. • Identify a few basic features of organisation at text level used by a writer with little or no linked comment. 	<ul style="list-style-type: none"> • Identify the writers' main purpose. • Recognise and explain some features of the social and historical context in the text. • Make simple connections between texts. 	16	P8
P7	10-11					13	P7

			comments often accompany the response.					
P6	<i>8-9</i>		<ul style="list-style-type: none"> Identify the most obvious information from the text. Find some quotations from a text when directed to key sections with some relevance. Exploration of quotation often based on personal speculation. 	<ul style="list-style-type: none"> Identify effective language choices at word level. With direction, identify some familiar patterns of language and structure used by a writer or connected to a particular form. Remember particular features of language and structure used by their studied writer. 	<ul style="list-style-type: none"> Understand the writer's ideas are distinct from their own. Basic understanding of the social and historical context a text is set in and how this links to the time period of the writer. 			
P5	<i>6-7</i>							
						<i>9</i>	P5	
P4	<i>4-5</i>		<ul style="list-style-type: none"> Remember some simple, obvious information. Locate basic ideas in the text with support. Make simple, plausible inferences about events and characters based on textual cues. 	<ul style="list-style-type: none"> Show awareness of the use of writers' use of language and structure. Remember basic features of language and structure used by their studied writer. Identify the form of a text. 	<ul style="list-style-type: none"> Recognise that a text is written for a particular purpose. Awareness of the social and historical context a text is set in. 			
P3	<i>0-3</i>							
						<i>0-4</i>	P3	