English Progress Map: Reading

		AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence language, using relevant subject terminology to support points made.	AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	AO4 Evaluate texts critically and support this will appropriate textual references
9		**I consistently meet all the criteria for Grade 8 across a range of work.**			
8+ 8= 8-	**Perceptive and detailed**	I show a **detailed and perceptive understanding** of texts, developing a **coherent interpretation** by drawing on **imaginative insights** into the way that **writers manipulate language, structure and style** to create different effects and elicit different responses. My writing is **fully supported** by a **range of judicious quotations** in order to provide a **full and detailed exploration** in response to a set question.	I show a **detailed and perceptive understanding** when commenting on writers' use of language and/or structure, showing a full awareness of a **range** of possible **effects** on the reader. I am able to comment **in detail** on writers' choices of specific language and/or structural devices, using subject terminology with **sophistication**. My comments about language and/or structure are **consistently analytical** and **perceptive**. My comments are **fully linked** to a detailed understanding of **writers' intentions**, and I am able to link **method to intention** with **sophistication.**	I show a **detailed and perceptive understanding** in comparing ideas and perspectives with **a coherent understanding in identifying how the writers' methods** are used. I show **a coherent understanding** in identifying different ideas/perspectives and select **appropriate and judicious textual references** from both texts. I am demonstrating a **full and detailed understanding of writer's methods/contexts.**	I am using a **judicious** range of quotations to support my evaluations. My evaluation on the effect of the reader is developed, organised and considers different viewpoints and writer's intentions. My comments are perceptive in supporting my analysis.
7+ 7= 7-		I show a **detailed understanding** of texts as my comments are becoming **increasingly perceptive**. I am able to **analyse layers of meaning** by a careful consideration of connotation, ambiguity and word-patterns. I am beginning to select a **judicious range** of textual detail in response to a set question, and, in my comparisons of texts, I am able to make **some perceptive** statements about how writers' **manipulate language, structure and style** to create different effects and elicit different responses.	I show a **detailed understanding** when commenting on writers' use of language and/or structure, showing that I am aware of a **range** of possible **effects** on the reader. I am able to comment **in detail** on writers' choices of specific language and/or structural devices, using subject terminology with **some sophistication**. My comments about language and/or structure are **consistently analytical**, with some **perception** when discussing layers of meaning. My comments are **fully linked** to a detailed understanding of **writers' intentions**.	I show a **detailed understanding** in comparing ideas and perspectives with **a detailed understanding in identifying how the writers' methods** are used. I show **a detailed understanding** in identifying different ideas/perspectives and select **appropriate textual references** from both texts. I am demonstrating a **detailed element of understanding of writer's methods/contexts.**	I can **evaluate in detail** using a range of appropriate textual references. My evaluation on the effect on the reader is fully developed considering writer's methods. I am demonstrating that I can be critical in my analysis to evaluate.
6+ 6= 6-	**Clear and relevant**	I show a **clear understanding** by drawing **clear inferences** from texts, and I can **identify layers of meaning** by focusing on connotation and ambiguity. My **clear and relevant references** to texts support my response to a question. My **comparison of texts is more detailed** as I am able to identify the key ways in which **language, structure and style** are used in different ways dependent upon **writers' intentions.**	I show **clear understanding** when commenting on the **effect** of writers' language and/or structure, and I select a **range of relevant examples** which fully support my point. My use of subject terminology is **clear and accurate**, and is **fully integrated** into my response. My comments about language and/or structure **explain clearly** the writers' choices, with a **consistently analytical** approach. My comments are **beginning to consider** writers' intentions and how these are achieved through language and/or structure.	I show a **clear understanding** in comparing ideas and perspectives with **a clear understanding in identifying how the writers' methods** are used. I show **a clear understanding** in identifying different ideas/perspectives and select **appropriate textual references** from both texts. I am demonstrating a **clear element of understanding of writer's methods/contexts.**	I can **clearly** evaluate texts with supporting textual references from the text. My **evaluation** of the writer's methods and the effect on the reader is **developed**. I am beginning to **analyse** the overall impact.
5+ 5= 5-		I show a **developing understanding** of texts by drawing **clear inferences** from texts, beginning to identify **layers of meaning**. I support my response by **clear references** to the text, with some understanding of the most relevant evidence to respond to a set question. My **comparison of texts** is becoming more developed, and I am able to identify some of the key ways in which **language, structure and style** are used in different ways, although I don't always link this fully to **writers' intentions**.	I show a **developed understanding** when commenting on the **effect** of writers' language and/or structure, and I am beginning to select a **range of relevant examples** to support the points I make. My use of subject terminology is **clear and accurate**, and I show **understanding** in my comments on the use of specific language and/or structural devices. My comments about language and/or structure generally **explain clearly** the writers' choices, with **a more consistently analytical** approach.	I show a **developing understanding** in comparing ideas and perspectives with **a developing understanding in identifying how the writers' methods** are used. I show **a developing understanding** in identifying different ideas/perspectives and select **appropriate textual references** from both texts. I am starting to **demonstrate elements of understanding of writer's methods/contexts**.	I display a developing understanding of the **evaluation** of texts including supporting textual references from the text. My **evaluation** of the writer's methods and the effect on the reader is becoming more developed.

		AO1 **Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.**	AO2 **Explain, comment on and analyse how writers use language and structure to achieve effects and influence language, using relevant subject terminology to support points made.**	AO3 **Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.**	AO4 **Evaluate texts critically and support this will appropriate textual references**
4+ 4= 4-	**Some attempts/understanding**	I show **some understanding** by drawing simple **inferences from texts**. I am able to **select appropriate supporting evidence from more than one place in a text**, and my **comparison** of the way that writers use **language and structure** across texts **is more developed.**	I show **some understanding** when commenting on the **effect** of writers' language and/or structure, and I select **appropriate examples** from the text to **provide support** for the points I make. My use of subject terminology is **mainly appropriate**, and I show **some understanding** in my comments on the use of specific language and/or structural devices. My comments about language and/or structure are beginning to **analyse** rather than **explain**.	I show **some understanding** in comparing ideas and perspectives with **some understanding in identifying how the writers' methods** are used. I show **some understanding** in identifying different ideas/perspectives and select **some appropriate textual references** not always from both texts. **Some understanding of ideas and links** to **contextual factors**.	I have **some understanding when** commenting on the effect on the reader. I have some **understanding of evaluating** the writer's methods and the effects they create. My references to the text are beginning to support my analysis..
3+ 3= 3-		I make **some attempt** to draw **simple inferences** from texts, although I don't always get this right. I can select **appropriate supporting evidence, including quotations**, from the text and, in my comparisons of texts, I am able to **comment on the more obvious differences in language and style.**	I make **some attempt** to comment on the **effect** of writers' language and/or structure, with **some attempt** to support my comments with **appropriate references** to the text. I make **some attempt** to use subject terminology appropriately, and can make **some** suggestions as to the use of specific language and/or structural devices. My comments about language and/or structure are moving away from a simple to a more detailed **explanation**.	I show **some attempt** to compare ideas and perspectives with **some attempt to identify how the writers' methods** are used. I show **some attempt** to identify different ideas/perspectives and select **some appropriate textual references** not always from both texts. **Some attempt to** comment on explicit **ideas/contextual factors**.	I make **some comments** on the effect on the reader. I begin to **evaluate** the writer's methods, beginning to reference to the text to support my ideas.
2+ 2= 2-	**Simple, limited**	I show **simple awareness** of texts by **summarising relevant points**. I **use simple supporting evidence** from the text to back up my ideas, and am **beginning to quote from the text with more confidence**. I make simple statements which show that **I understand simple differences between texts**, with **some attempt to move beyond content** in my comparison.	I show **simple awareness** of writers' methods by offering **simple comments** about language and/or structure. I make **simple use of subject terminology**, which is mostly accurate, and my **simple references to the text** provide **some support** for points made. My comments about language and/or structure are moving away from being descriptive into **simple explanation**.	I show **simple** reference of ideas and perspectives with **simple identification of writers' methods**. I show **simple** awareness of ideas/perspectives and make **limited references to the text(s)**. **Simple** comments made on explicit **ideas/contextual factors**.	I show **simple awareness** of the effect on the reader. I make **some simple evaluative** comments with some understanding of the writer's methods. I make **some simple** reference to the text to support my ideas.
1+ 1= 1-		I show a **limited awareness** of texts by identifying some **straightforward** points. I am able to make **limited references to the text** to support my ideas and I show **some awareness of the more obvious differences** between texts, although my comparison tends to focus solely on content.	I show a **limited awareness** of writers' methods by offering some **straightforward** points about language and/or structure. My **limited references to the text** sometimes use subject terminology, although I am not always accurate in my identification of this. My comments about language and/or structure tend to be **descriptive.**	I show **limited** reference of ideas and perspectives with **limited identification of writers' methods**. I show **limited** awareness of ideas/perspectives and make **limited references to the text(s)**. **Limited** comments on explicit **ideas/contextual factors**.	I show **limited awareness** of the effect on the reader. I make **some evaluative** comments with limited or little understanding of the writer's methods. I make reference to the text to support my ideas,
Entry Level		I am working towards Grade 1, but I am not yet consistently meeting the criteria across a range of work.			