

English Reading (Year 9)

	Initial – a student who is still initial will be able to partially meet some of the following with support:	Emerging – a student whose understanding is still emerging will be able to:	Developing – a student whose understanding is developing will also be able to:	Secure – a student whose understanding is secure will also be able to:	Advanced – a student whose understanding is advanced will be able to do some of the following:	Mastered – a student who has mastered their understanding will be able to do all of the following consistently:
Knowledge and interpretation, supported with textual references	<p>I can show a clear understanding of what is read.</p> <p>I can develop my explanation of inferred meaning.</p> <p>I can use relevant evidence from the text.</p>	<p>I can show a detailed understanding of what is read.</p> <p>I can use inference to explore words / phrases in detail.</p> <p>I can embed purposefully chosen evidence into my writing.</p>	<p>I can show a thoughtful understanding of what is being read.</p> <p>I can develop a focused and confident interpretation of the text.</p> <p>I can embed carefully chosen evidence from different parts of the text.</p>	<p>I can show insightful understanding of what is being read.</p> <p>I can evaluate evidence in a perceptive manner.</p> <p>I can embed precisely chosen evidence from different parts of the text to support a range of ideas.</p>		
Analysis of language and structure	<p>I can identify and explain how techniques are used and how the writer's language choices contribute to the overall effect.</p> <p>I can comment on structural choices in helping to shape meaning.</p>	<p>I can clearly explain how techniques are used by the writer and how these choices create specific effects.</p> <p>I can consider possible alternative interpretations of meaning.</p>	<p>I can analyse how the writer's specific choices contribute to the overall effect of the text.</p> <p>I can analyse how structural choices support the writer's themes or purposes.</p> <p>I can consider alternative interpretations and explain how these are implied.</p>	<p>I can confidently evaluate how the writer's specific choices contribute to the overall effect of the text.</p> <p>I can confidently evaluate how structural choices support the writer's themes or purposes.</p> <p>I consistently consider alternative interpretations and confidently explain how these are implied.</p>		
Writer's purpose and viewpoint	<p>I can explain the main purpose, giving a general overview of the text.</p> <p>I can clearly explain the viewpoint in the text.</p> <p>I can explain the overall effect on the reader.</p>	<p>I can analyse the main purpose of the text.</p> <p>I can explain how viewpoint is developed in the text.</p> <p>I can analyse how the effect on the reader has been created.</p>	<p>I can make analytical comments on writer's purpose.</p> <p>I can make analytical comments on how viewpoint is created.</p> <p>I can confidently analyse how particular techniques achieve the effects they do on the reader.</p>	<p>I can make evaluative comments on writer's purpose.</p> <p>I can make evaluative comments on how viewpoint is created.</p> <p>I can skillfully evaluate how particular techniques achieve the effects they do on the reader.</p>		

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Context	I can comment on how the contexts in which texts are written and read contribute to meaning.	I can clearly explain how the contexts in which texts are written and read contribute to meaning.	I can analyse the impact of context on how a text is written and is read, and make secure links between contexts and the text.	I can confidently evaluate the impact of context on how a text is written and is read. I can consider alternative interpretations in relation to when the text was written and is read.		
Comparison	I can comment on specific similarities and differences when comparing texts. I am beginning to consider why these might be important when reading texts.	I can explain similarities and differences when comparing texts. I can consider why similarities and differences between texts might be important when evaluating texts.	I can analyse the similarities and differences when comparing texts. I can explain what similarities and differences between texts could reveal about meaning. I am beginning to consider how these similarities and differences relate to contextual influences.	I can evaluate the similarities and differences when comparing texts. I can confidently evaluate what similarities and differences between texts reveal about meaning. I can explain how these similarities and differences relate to contextual influences.		