<table>
<thead>
<tr>
<th>Year/Grade</th>
<th>Understanding and Response (Ideas, Evidence, Evaluation) I can:</th>
<th>Analysis of Language and Structure (Techniques, Terms, Comments) I can:</th>
<th>Connections (Context, Comparisons) I can:</th>
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<tr>
<td>Y7 Y8 Y9</td>
<td>-Build a critical and informed personal response&lt;br&gt;- Embed and link/cluster precise and apt evidence to support interpretations, including in closed book exercises.</td>
<td>-Thoroughly discuss subtle features, patterns and details within texts, offering perceptive and original ideas.&lt;br&gt;-Apply a precise range of complex subject terminology at word, sentence and text level when discussing texts&lt;br&gt;-Make clear judgements when I evaluate, offering multiple ideas about how writer’s choices in a text might affect the reader and look at how parts of a text work together</td>
<td>- Use my wider reading/ knowledge to explore contextual influences and reactions, making a range of insightful links.&lt;br&gt;- Critically evaluate similarities and differences between texts, synthesising evidence.</td>
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<td>9</td>
<td>-Build consistently developed ideas, starting to evaluate different meanings&lt;br&gt;-Embed and link/cluster precise and apt evidence to support interpretations in open book exercises.&lt;br&gt;-In closed book exercise, use apt and precise quotations.</td>
<td>-Discuss a wide range of writers’ choices within texts&lt;br&gt;-Consistently apply accurate terminology at word, sentence and text level when discussing texts&lt;br&gt;-Sometimes evaluate, offering multiple ideas about how writers’ choices in a text might affect the reader and start to look at how parts of a text work together.</td>
<td>- Explore how different aspect of context, such as: biographical, cultural, political, have influenced the text and reactions to it.&lt;br&gt;-Develop thoughtful comparisons with cross-referencing, analysing the different effects created.</td>
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<td>9 8 7</td>
<td>-Explain ideas with thoughtful detail.&lt;br&gt;-Show some awareness of patterns, links and/or different interpretations.&lt;br&gt;-Use a range of the most apt and precise quotations to support ideas.</td>
<td>-Consistently identify and comment on a wide range of features, patterns and details within texts&lt;br&gt;-Consistently apply mostly accurate terminology at word, sentence and text level when discussing texts&lt;br&gt;-Consistently offer specific comments about how writer’s choices in a text might affect the reader with some alternative ideas offered.</td>
<td>- Develop relevant links between the text and contextual factors/ reactions.&lt;br&gt;-Draw out a range of relevant precise comparisons with specific examples.</td>
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<td>Score</td>
<td>-</td>
<td>5</td>
<td>4</td>
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| 7     | -Clearly explain a range of ideas.  
-Understand less obvious meanings.  
-Use a range of relevant quotations to support ideas. |
|       | -Consistently identify and comment on a range of writers’ choices within texts  
-Apply a range of accurate terminology at word, sentence and text level when discussing texts  
-Often offer specific comments about how writer’s choices in a text might affect the reader |
|       | -Make some specific links between the text and its historical context.  
-Draw out some relevant specific similarities and differences with specific examples. |
| 6     | -Start to explain my ideas.  
-Understand implicit information.  
-Use some quotations to support my ideas. |
|       | -Identify and sometimes comment on a range of writers’ choices within texts  
-Apply a range of terminology at word, sentence or text level when discussing texts.  
-Sometimes offer specific comments about how writer’s choices in a text might affect the reader, but a lot of my responses to writer’s choices are general. |
|       | -Link general historical knowledge to the text.  
-Make clear links with general examples. |
| 5     | -Give a number of relevant ideas.  
-Make some clear references to the text. |
|       | -Identify and sometimes comment on a range of writers’ choices within texts  
-Apply some terminology, sometimes insecurely, at word, sentence or text level when discussing texts.  
-Offer general comments about how writer’s choices in a text might affect a reader. |
|       | -Show some historical knowledge about the time the text was written or implicit contextual knowledge.  
-Make straightforward links between texts. |
| 4     | -Give some relevant ideas.  
-Refer to general things that happened in the text to support my ideas. |
|       | -Identify a range of simple features that a writer has used within texts  
-Occasionally use accurate terminology to describe texts  
-Sometimes offer general comments about how writer’s choices in a text might affect a reader. |
|       | -Say who wrote the text and when or show some awareness of the time period.  
-Write about more than one text in my work when I am asked to. |
| 3     | -Pick out information.  
-Give some simple ideas related to explicit information.  
-Talk about the text, even if it’s not always relevant. |
|       | -Identify one or two simple features that a writer has used within texts  
-Occasionally use simple terminology to describe texts  
-Offer simple opinions on the effectiveness of writer’s choices |
|       |  
| 2     | -Give/find some facts about what happened in the text. |
|       | -Identify words and phrases that capture the reader’s interest  
-Use one or two items of subject terminology to describe texts with support  
-Sometimes offer opinions on the effectiveness of writer’s choices |
|   | - Give some basic facts about the text. | - Identify favourite words and phrases from what I read  
- Recognise some patterns and details in the texts I encounter  
- Show my understanding of what words mean in texts |