

7	8	9	Reading Comprehension	Reading Analysis	Reading Comparison	Reading: Evaluation	Writing: Structure and Organisation	Writing: Spelling, Punctuation and Sentence Types
		M+	<p>I can analyse explicit and implicit information within a text.</p> <p>My comments are thoughtful, developed and show a thorough understanding of the task and text.</p> <p>I select quotations carefully and use these throughout my response to support my understanding of themes.</p>	<p>I can examine in detail how a range of literary devices are used by the writer to create effects.</p> <p>My use of subject terminology is precise and integrated in my response.</p>	<p>I can identify and analyse the views presented by writers in BOTH texts.</p> <p>I can compare a wide and varied range of relevant methods used by BOTH writers and analyse how these present the writers' views to the reader.</p> <p>I can analyse how a wide and varied range of methods are used by BOTH writers to create effects for the reader.</p>	<p>My judgements are closely based on what is happening within the text and my opinion of this is detailed and developed.</p> <p>The quotes and references used are detailed and fully support the points I make.</p>	<p>My use of devices, tone, style and register shapes my writing in a sophisticated way for the reader and purpose.</p> <p>My ideas are imaginative and complex.</p> <p>I use a range of structural and grammatical features in my writing to create flair in my work.</p>	<p>I can use a range of sentence forms for conscious effect.</p> <p>I can spell and use correctly a wide and ambitious vocabulary without mistakes.</p> <p>I can use punctuation accurately and deliberately to enhance meaning.</p>
		M	<p>I can pick out a range of explicit and inferred meanings from a text and explain my opinion with detailed analysis.</p> <p>I can write about the text using embedded quotations and sophisticated language, in a critical style.</p>	<p>I can identify a wide range of literary devices, using accurate terminology and can analyse/evaluate the effect they have on a text and the reader.</p> <p>I can pick out a range of structural devices, using accurate terminology and analyse/evaluate the</p>	<p>I can write in detail about a range of similarities and differences. I might try to account for them.</p> <p>I can compare a range of relevant methods used by BOTH writers and analyse how these present the writers' views to the reader.</p>	<p>I can make a detailed analysis of the successful the use of idea, events themes and setting have been in creating the text.</p> <p>I can write using detailed and judicious references to the text relevant to the task.</p>	<p>My use of devices, tone, style and register create meaning for the reader throughout my writing.</p> <p>My tone will be subtle and interesting.</p> <p>I use a range of structural and grammatical features in my writing to create</p>	<p>I can use a range of sentence forms for conscious effect.</p> <p>My use of spelling and ambitious vocabulary is almost always correct throughout my writing.</p> <p>I can use a wide range of punctuation to create effect.</p>

			I show a detailed understanding of links between task and text.	effect they have on the text and the reader.	I can analyse a range of methods are used by BOTH writers to create effects for the reader.		meaning and clarity for the reader	
	M	S	<p>I can pick out a range of explicit and inferred meanings from a text with some analytical details in my explanation.</p> <p>I can write about the text, using evidence and in formal style.</p> <p>I can make a range of detailed links to the task and text.</p>	<p>I can identify a range of literary devices and the effect on the reader/audience and relate them to the intentions of the author.</p> <p>I can identify a range of structural devices and explain the effect they have on the reader/audience and how they relate to the author's intentions.</p>	<p>I can explore a wide range of similarities and differences in the texts giving both equal exploration.</p> <p>I can explore and compare how a wide range of methods have been used to show the writers' point of view. used</p> <p>I can offer a detailed exploration of the effects on the reader.</p>	<p>I can make a detailed analysis of the successful the use of idea, events themes and setting have been in creating the text.</p> <p>I can write using detailed and judicious references to the text relevant to the task.</p>	<p>My use of devices for the audience, task and purpose are successful throughout.</p> <p>My use of tone, style and register is effective throughout my writing.</p> <p>My ideas are managed deliberately to create effects, with success.</p> <p>My use of structure and grammatical features are used to create meaning, successfully</p>	<p>I can use a range of sentence forms for effect.</p> <p>I can spell a wide and ambitious vocabulary without mistakes.</p> <p>I can use punctuation accurately and to enhance meaning</p>
M	S	D	<p>I can pick out a range of explicit and inferred meanings from a text and explain my opinion.</p> <p>I can write about the text using quotations and using standard English.</p> <p>I make a range of links between task and text.</p>	<p>I can identify a range of structural and language devices.</p> <p>I can use technical terminology accurately.</p> <p>I can explain the effect these techniques may have on a reader.</p>	<p>I can give some explanation of the similarities and differences in the texts.</p> <p>I can compare a range of methods used by BOTH writers and explore in detail how these present the writers' views to the reader.</p> <p>I can offer a detailed explanation of how a range of methods are used by BOTH writers to create effects the reader.</p>	<p>I can explain in detail how a range of setting, ideas, themes and events have been used successfully in creating the text.</p> <p>I refer to text and answer the question clearly</p>	<p>My use of devices for the audience, task and purpose are mostly successful throughout.</p> <p>My use of tone, style and register is generally but not always effective in my writing.</p> <p>My ideas are managed deliberately to create effects, with success.</p> <p>My use of structure and grammatical features are used to create meaning, successfully</p>	<p>I vary my sentence structures and starters to make my work interesting.</p> <p>I can spell a wide vocabulary mostly without mistakes.</p> <p>I can use the full range of punctuation.</p>

S	D	<p>I can pick out up to three examples of explicit and inferred meanings from a text with some details in my explanation.</p> <p>I can write about the text in a straightforward way which is easy to understand.</p> <p>I can make up to three points between the task and text.</p>	<p>I can see that figurative devices have been used and describe the effects they may have on the reader.</p> <p>I can see that structural devices have been used and describe the effects they have on the reader.</p>	<p>I can identify some similarities and differences in both texts.</p> <p>I can compare some appropriate methods used by the writers in BOTH texts and explain how these show the writer's views.</p> <p>I can explain how a range of methods used by BOTH writers creates effects for the reader.</p>	<p>I can explain how the use of ideas, events, theme and settings make a text successful.</p> <p>I refer to the text in detail to support my ideas.</p>	<p>My writing has devices which are relevant to the audience, task, and purpose.</p> <p>My use of tone, style and register is appropriate.</p> <p>My ideas are appropriate, developed and connected.</p> <p>My writing and paragraphs are structured clearly throughout.</p>	<p>I can write in simple - complex sentences, with different sentence starters.</p> <p>Most of my spelling is accurate.</p> <p>I can use commas and apostrophes accurately.</p>
D		<p>I can describe what is happening in the text, my examples are likely to be more explicit than implicit.</p> <p>I can write in a straightforward way about the text.</p> <p>I might use a quotation to support my idea.</p>	<p>I can see that structural and/or language devices have been used.</p> <p>I can make limited comments about the effect.</p>	<p>I notice a few similarities or differences in one texts.</p> <p>I can show awareness of some methods used by the writers in the texts to present their viewpoint to the reader but comparison is simple or not present.</p> <p>I can identify the effect created for the reader by the writer's use of method in the texts but comparison is simple or not present..</p>	<p>I can make some comments about ideas, events, theme or setting and give a limited opinion about how they contribute to the text.</p> <p>I can refer to the text.</p>	<p>My writing shows an awareness of audience, task or audience.</p> <p>My use of tone, style or register is straightforward.</p> <p>My ideas are sometimes ordered so that my meaning is clear.</p> <p>My writing is sometimes structured into paragraphs.</p>	<p>Can write in simple and compound sentences most of the time.</p> <p>I can spell simple words correctly.</p> <p>I know where to use full stops and capital letters.</p>