Lymm High School- KS3 Life after levels - English Y8

		BRONZE	SILVER	GOLD	PLATINUM
		D and below= GCSE 1,2,3	**C= GCSE 4**	**C/B= GCSE 5,6**	**A/A*= GCSE 7,8,9**
Reading	**Lang:** **Identify and interpret explicit/ implicit information and ideas** **Select and synthesise evidence from different texts** **Lit:** **Read, understand and respond to texts** **Use textual references, including quotations, to support and illustrate interpretations.**	I can identify some accurate points. My interpretations are supported by some generally accurate quotation or references to a text but sometimes my points are a bit vague. I sometimes make straightforward inferences on evidence from different points in the text. My inferences can be correct, even if I don't always pick the best words and phrases from the text to make my point.	I can identify and synthesise most accurate points clearly, including those selected from different places in the text. I can make inferences (read between the lines) and deductions and support them using accurate quotation or quotations from different places in the text. I can show I understand clear differences within and between texts. My inferences are usually accurate.	I can identify specific points, including summarising and synthesizing information from different sources or different places in the same text. I can make specific inferences and deductions about texts incorporating apt textual reference and quotation (sometimes at word level) to support my main ideas or argument. My inferences are securely based in textual evidence and I can identify different layers of meaning, with some attempt to explore these meanings in detail. My inferences consider wider implications of information, events or ideas in the text so I can explain how small details in a text contribute to the overall meaning.	I can identify precise ideas, including summarising and synthesizing information from different sources or different places in the same text. I read and carefully select precise evidence at word and sentence level in a text to support my detailed inferences and interpretations. I sometimes draw on knowledge of other sources to develop or clinch an argument when discussing my inferences and interpretations. My analysis begins to develop an insightful interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence.

Lang: **Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views** **Lit:** **Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate**	I can identify some structural choices with straightforward comment, *e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'.* I can identify some basic features of organisation at text level, *e.g. 'the writer uses bullet points for the main reasons'.* I can identify some basic features of a writer's use of language, *e.g. 'all the questions make you want to find out what happens next'.* I can make straightforward comments on the writer's choices, *e.g. "disgraceful" is a good word to use to show he is upset'.* I make some use of subject terminology.	I can comment on structural choices, showing some general awareness of the writer's craft. I can identify various features relating to organisation at text level, including form, with some explanation, *e.g. 'each section starts with a question as if he's answering the crowd'.* I can comment on various features of a writer's use of language, with some explanation, *e.g. 'when it gets to the climax they speak in quick, short sentences which makes it more tense'.* My comments show awareness of the effect of the writer's language choices, *e.g. '"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.* I make clear use of subject terminology.	I can analyse by exploring in some detail how structural choices support the writer's theme or purpose. I can examine how a range of specific features relating to organisation at text level contribute to the effects achieved. I can give some detailed explanation of how language is used for specific effect(s). I sometimes draw together comments on how the writer's language choices contribute to the overall effect on the reader, *e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'.* I make accurate use of subject terminology.	I offer some insightful responses on the extent to which structural choices support the writer's theme or purpose, *e.g. using plots and sub-plots.* I show appreciation of a writer's skill when he/she uses a range of features to organise the writing at text level. I am beginning to develop precise, insightful analysis of how language is used for precise effect(s), *e.g. showing how language use reflects a character's changing emotional state.* I show appreciation of how the writer's language choices contribute to the overall effect on the reader, *e.g. demonstrating the greater effectiveness of imagery in poem A than poem B.* I make accurate and insightful use of subject terminology.

Lang: **Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts**	I can identify the main purpose of a text, *e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'.* I can show some awareness of the writer's viewpoint. I can make straightforward comment(s) on the overall effect of the text on the reader.	I can explain the main purpose of a text, often through a general overview, *e.g. 'the writer is strongly against war and wants to persuade the reader to agree'.* I can identify the viewpoint in texts, with some explanation. I have some understanding of the effect on the reader and can offer some explanation.	My evidence for examining the main purpose of a text is specifically located at word/sentence level or traced through a text, *e.g. commenting on repetition of 'Brutus was an honourable man'.* I can examine a writer's viewpoint and my explanation of it is developed through close reference to the text. I can examine the effect of a text on the reader, with some explicit explanation as to how that effect has been created.	My responses begin to develop convincing or insightful comment on writer's purpose. My responses begin to develop some convincing or insightful comment on how viewpoint is established or managed across a text. My responses begin to develop an appreciation of a writer uses specific techniques and devices for effect.
	Lit: **Show understanding of the relationships between texts and the contexts in which they were written.**	I can identify different features common to different texts or versions of the same text and make straightforward comments about them, *e.g. characters, settings, presentational features.* I can make straightforward comments on the effect that the reader's or writer's context has on the meaning of texts.	My comments identify similarities and differences between texts, or versions, with some explanation, *e.g. narrative conventions in traditional tales or stories from different cultures, ballads, and newspaper reports.* I can give some explanation of how the contexts in which texts are written and read contribute to meaning, *e.g. how a novel relates to when/where it was written.*	I begin to examine textual conventions or features as used by writers from different periods, *e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing.* I can make some detailed discussion of how the contexts in which texts are written and read affect meaning.	My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, *e.g. how some features of a contemporary text show influence of earlier examples of that genre.* I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.

Lang: **Evaluate texts critically and support this with appropriate textual references** Lit: **Maintain and develop an informed personal response.**	I can respond to the task giving my opinion and reasons why I think this. I can make straightforward evaluative comment(s) on effect(s) on reader. I can make straightforward comments on the writer's methods. I can use straightforward textual reference(s).	I can respond clearly to the task giving my opinion and reasons why I think this. I can make some evaluative comment(s) on effect(s) on the reader. I show some understanding of writer's methods. I can select some appropriate textual reference(s) or quotations.	I can make a clear and accurate personal response to the focus of the task. I can clearly evaluate the effect(s) on the reader. I show a clear understanding of writer's methods. I select apt textual references including quotations.	I am beginning to develop a convincing personal response to the focus of the task I can evaluate precisely and in some detail the effect(s) on the reader I am beginning to show some insightful understanding of writer's methods I can select a range of well-chosen and precise textual detail