Lymm High School- KS3 Life after levels - English Y7

		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 the limited, most obvious points although there may be some misunderstanding. I can paraphrase points from a text. I can make some comments that include quotations from the text. I understand some limited differences within and between texts.	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.	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.

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 basic structural features e.g. chronology, paragraphing, etc. I can make limited points based the text, *e.g. 'he was upset because it says "he was crying"'.* My points about a text show I have a straightforward understanding of it. I can identify a few basic features of a writer's use of language, but I need to explain why the words are used, *e.g. 'there are lots of adjectives'.* I can use limited subject terminology and not always accurately.	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.
Lang: **Compare writers' ideas and perspectives, as**	My comments identify the main purpose of the text, e.g. *'the writer doesn't like violence'.*	I can identify the main purpose of a text, *e.g. 'it's all about why going to the dentist is important and how*	I can explain the main purpose of a text, often through a general overview, *e.g. 'the writer is strongly against war*	My evidence for examining the main purpose of a text is specifically located at

	well as how these are conveyed, across two or more texts	I can give my personal opinion about the content of the writing but I sometimes forget to say what the writer thinks.	*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.	*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.	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.
	Lit: **Show understanding of the relationships between texts and the contexts in which they were written.**	I can make some limited connections between texts, *e.g. similarities in plot, topic, or books by same author, about same characters.* I can recognize some ideas about when the text was set or whether the text is similar or different to my life.	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.

	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 a limited reason why I think this. I can make limited comments on the effect(s) on the reader. I can identify the writer's methods. I can use limited textual reference(s)	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.