



### Y8 ENGLISH (READING)

	<b>AO1</b> <b>Lang:</b> Identify and interpret explicit/ implicit information and ideas Select and synthesise evidence from different texts  <b>Lit:</b> Read, understand and respond to texts Use textual references, including quotations, to support and illustrate interpretations.	<b>AO2</b> <b>Lang:</b> 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  <b>Lit:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	<b>AO3a</b> <b>Lang:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	<b>AO3b</b> <b>Lit:</b> Show understanding of the relationships between texts and the contexts in which they were written.	<b>AO4</b> <b>Lang:</b> Evaluate texts critically and support this with appropriate textual references  <b>Lit:</b> Maintain and develop an informed personal response.
PLATINUM	I can identify thoughtful ideas, including summarising and synthesizing information from different sources.  I read and thoughtfully select evidence at word and sentence level in a text to support my detailed inferences and interpretations.  My inferences sometimes explain different layers of meaning.  My inferences sometimes make links to other moments in a text.	I can explain the effect of some structural choices.  I begin to explain the effect of specific features relating to the organisation of a text.  I am beginning to develop thoughtful analysis of how language is used for effect(s), e.g. <i>showing how language use reflects a character's changing emotional state.</i>  I sometimes explain how the writer's language choices contribute to the overall effect on the reader.  I make some accurate use of relevant terminology.	I can compare individual words in two texts or specific features e.g. alliteration, repetition  I can compare two viewpoints and begin to explain in some detail.  I can compare the effect on the reader and sometimes explain what the writer intended to do.	My responses begin to compare and comment on how a text is influenced by earlier texts written within the same tradition, e.g. <i>how some features of a contemporary text show influence of earlier examples of that genre.</i>  I can discuss how different meanings and interpretations of a text relate to the contexts in which it was written or read.	I can make a clear personal response to the focus of the task and begin to discuss my ideas.  I can evaluate the effect(s) on the reader with some explanation  I am beginning to a clear understanding of writer's methods  I can select a range of appropriate textual detail.
GOLD	I can identify the most relevant points, including summarising and synthesizing information.  I can make inferences and deductions about texts with clear textual reference and quotation (sometimes at word level).  My inferences are based in textual evidence and I can sometimes identify different layers of meaning, with some attempt to explore these meanings in detail.  My inferences might make links to other places in the text.	I sometimes explain structural choices support the writer's theme or purpose.  I can identify a range of specific features relating to organisation of a text.  I can give some explanation of how language is used for specific effect(s).  I sometimes comment on how the writer's language choices contribute to the overall effect on the reader, e.g. <i>'all the images of flowers make the events seem less horrific and makes it even sadder'.</i>  I make clear use of subject terminology but not always accurately.	I sometimes compare individual words in two texts or use of a specific language feature, e.g. alliteration or repetition.  I can compare two writers' viewpoints and can explain my ideas  I can compare the effect of a text on the reader.	I begin to compare genre conventions or features as used by writers from different periods, e.g. <i>comparing examples of sonnet form, dramatic monologue, or biography or travel writing.</i>  I can provide some discussion of how the contexts in which texts are written and read affect meaning.	I can make a clear and personal response to the focus of the task.  I begin to evaluate the effect(s) on the reader.  I begin to evaluate the writer's methods in some detail.  I select relevant textual references including quotations.
SILVER	I can identify accurate points.  I can make inferences (read between the lines) and deductions and support them using quotation or references.  My inferences are mostly clear.  My inferences are usually accurate.	I can comment on structural choices, showing some general awareness of the writer's craft.  I can identify some features relating to organisation at text level.  I can comment on a writer's use of language, with some explanation.  My comments show some awareness of the effect of the writer's language choices, e.g. <i>"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.</i>  I make some use of subject terminology but might make mistakes.	I can compare the main ideas in a text, usually through a general overview.  I can identify the viewpoint in each text and might make links, e.g. <i>'the writer is strongly against war but the second writer supports it.'</i>  I have some understanding of the effect on the reader in each text but might not compare them.	My comments identify similarities and differences in genre features e.g. <i>narrative conventions in traditional tales or stories from different cultures, ballads, and newspaper reports.</i>  I might give some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. <i>how a novel relates to when/where it was written.</i>	I can respond 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 textual reference(s) or quotations.
BRONZE	I can identify some accurate points.  My interpretations are supported by some 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.	I can identify some structural choices.  I can identify some basic features of organisation at text level, e.g. <i>'the writer uses bullet points for the main reasons'.</i>  I can identify some basic features of a writer's use of language, e.g. <i>'all the questions make you want to find out what happens next'.</i>  I can make straightforward comments on the writer's choices, e.g. <i>"disgraceful" is a good word to use to show he is upset'.</i>  I make limited use of subject terminology.	I can identify the main purpose of each text but might write about them separately (no comparison)  I can show some awareness of each writer's viewpoint but might not compare.  I can make straightforward comment(s) on the overall effect of the text on the reader.	I might compare different features common to different texts or versions, e.g. <i>characters, settings, presentational features.</i>  I can make straightforward comments on the context but might write about them separately.	I can respond to the task giving my opinion.  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).