

Y9 ENGLISH (READING)

	<p>AO1 Lang: Identify and interpret explicit/ implicit information and ideas Select and synthesise evidence from different texts</p> <p>Lit: Read, understand and respond to texts Use textual references, including quotations, to support and illustrate interpretations.</p>	<p>AO2 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</p> <p>Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>	<p>AO3a Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>AO3b - Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO4 - Lang: Evaluate texts critically and support this with appropriate textual references</p> <p>Lit: Maintain and develop an informed personal response.</p>
PLATINUM	<p>I can identify specific ideas, including summarising and synthesizing information from different sources or different places in the same text.</p> <p>I read and carefully select apt evidence at word and sentence level in a text to support my detailed inferences and interpretations.</p> <p>I sometimes draw on knowledge of other sources to develop an argument when discussing my inferences and interpretations.</p> <p>My analysis begins to develop a convincing interpretation of the text(s).</p>	<p>I offer some detailed responses on the extent to which structural choices support the writer's theme or purpose.</p> <p>I sometimes show appreciation of a writer's skill when he/she uses a range of features to organise the writing at text level.</p> <p>I am beginning to develop insightful analysis of how language is used for precise effect(s), e.g. <i>showing how language use reflects a character's changing emotional state.</i></p> <p>I show appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. <i>demonstrating the greater effectiveness of imagery in poem A than poem B.</i></p> <p>I make accurate use of subject terminology.</p>	<p>My responses begin to develop convincing comparisons on writer's purpose.</p> <p>My responses begin to develop some convincing comparisons on how viewpoint is established or managed across a text.</p> <p>My responses begin to compare a writers' uses specific techniques and devices for effect.</p>	<p>My responses begin to show some analysis of 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></p> <p>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.</p>	<p>I am beginning to develop a convincing personal response to the focus of the task</p> <p>I can evaluate clearly and in some detail the effect(s) on the reader</p> <p>I am beginning to show some convincing understanding of writer's methods</p> <p>I can select a range of well-chosen textual detail</p>
GOLD	<p>I can identify thoughtful ideas, including summarising and synthesizing information from different sources.</p> <p>I read and thoughtfully select evidence at word and sentence level in a text to support my detailed inferences and interpretations.</p> <p>My inferences sometimes explain different layers of meaning.</p> <p>My inferences sometimes make links to other moments in a text.</p>	<p>I can explain the effect of some structural choices.</p> <p>I begin to explain the effect of specific features relating to the organisation of a text.</p> <p>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></p> <p>I sometimes explain how the writer's language choices contribute to the overall effect on the reader.</p> <p>I make some accurate use of relevant terminology.</p>	<p>I can compare individual words in two texts or specific features e.g. alliteration, repetition</p> <p>I can compare two viewpoints and begin to explain in some detail.</p> <p>I can compare the effect on the reader and sometimes explain what the writer intended to do.</p>	<p>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></p> <p>I can discuss how different meanings and interpretations of a text relate to the contexts in which it was written or read.</p>	<p>I can make a clear personal response to the focus of the task and begin to discuss my ideas.</p> <p>I can evaluate the effect(s) on the reader with some explanation</p> <p>I am beginning to a clear understanding of writer's methods</p> <p>I can select a range of appropriate textual detail.</p>
SILVER	<p>I can identify the most relevant points, including summarising and synthesizing information.</p> <p>I can make inferences and deductions about texts with clear textual reference and quotation (sometimes at word level).</p> <p>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.</p> <p>My inferences might make links to other places in the text.</p>	<p>I sometimes explain structural choices support the writer's theme or purpose.</p> <p>I can identify a range of specific features relating to organisation of a text.</p> <p>I can give some explanation of how language is used for specific effect(s).</p> <p>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></p> <p>I make clear use of subject terminology but not always accurately.</p>	<p>I sometimes compare individual words in two texts or use of a specific language feature, e.g. alliteration or repetition.</p> <p>I can compare two writers' viewpoints and can explain my ideas</p> <p>I can compare the effect of a text on the reader.</p>	<p>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></p> <p>I can provide some discussion of how the contexts in which texts are written and read affect meaning.</p>	<p>I can make a clear and personal response to the focus of the task.</p> <p>I begin to evaluate the effect(s) on the reader.</p> <p>I begin to evaluate the writer's methods in some detail.</p> <p>I select relevant textual references including quotations.</p>

BRONZE

<p>I can identify accurate points.</p> <p>I can make inferences (read between the lines) and deductions and support them using quotation or references.</p> <p>My inferences are mostly clear.</p> <p>My inferences are usually accurate.</p>	<p>I can comment on structural choices, showing some general awareness of the writer's craft.</p> <p>I can identify some features relating to organisation at text level.</p> <p>I can comment on a writer's use of language, with some explanation.</p> <p>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>.</p> <p>I make some use of subject terminology but might make mistakes.</p>	<p>I can compare the main ideas in a text, usually through a general overview.</p> <p>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></p> <p>I have some understanding of the effect on the reader in each text but might not compare them.</p>	<p>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></p> <p>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></p>	<p>I can respond to the task giving my opinion and reasons why I think this.</p> <p>I can make some evaluative comment(s) on effect(s) on the reader.</p> <p>I show some understanding of writer's methods.</p> <p>I can select some textual reference(s) or quotations.</p>
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