

	Reading Key Skill 1 Understanding and inferring ideas in texts and proving ideas	Reading Key Skill 2 How writers use methods and language for effects.	Reading Key Skill 3 Understanding structure and its effects.	Reading Key Skill 4 Interpreting writers' view point and readers' responses.	Reading Key Skill 5 Linking texts to their social, cultural and historical influences.
Mastered	<ul style="list-style-type: none"> I interpret the text coherently with original ideas that spot less obvious meanings, layers of meanings and show an eye for details. I use my wider textual knowledge to interpret the text. I judge which evidence will be the best to prove my ideas. 	<ul style="list-style-type: none"> I write developed, original and perceptive explanations of how the writer has used language for effect. I write perceptive and original analysis of the cumulative effect of multiple language features. I consistently use precise subject terminology for features identified. 	<ul style="list-style-type: none"> I write perceptive analysis on the effect of the writer's structural choices on the reader and the meanings it creates for them. I consistently use precise subject terminology for structural features including theoretical terms. I evaluate the author's intentions and can weigh that up against my own interpretations. 	<ul style="list-style-type: none"> I identify the writer's viewpoint precisely and select well-judged examples from the text that demonstrate my ideas. I evaluate how a writer wants their reader to respond to a text and how the writer achieves this through their writing choices. I write perceptive comparisons between different texts and develop explanations about how and why viewpoints differ. 	<ul style="list-style-type: none"> I perceptively discuss the contextual influences, themes and issues behind the text I am writing about. I evaluate how a reader will interpret the text, considering the intended reader alongside other readers. I evaluate the typicality of the text I am writing about by writing about its conventions and style.
Skilled	<ul style="list-style-type: none"> I write precise points that begin to explore the key ideas, voices and events in the text. I identify different layers of meaning and am writing in detail about them. I synthesize information from different sources or different places in the same text. 	<ul style="list-style-type: none"> I write a convincing explanation of how the writer has used language for a specific effect. I use precise subject terminology for features identified. I write descriptions of the effect of the writer's choices on the reader. 	<ul style="list-style-type: none"> I write a convincing explanation of how the writer's structure has a specific effect. I use precise subject terminology for structural features. I explore why the writer has chosen to structure the text in the way they have focusing on the writer's intentions. 	<ul style="list-style-type: none"> I identify the writers' main purpose and viewpoint precisely at word/sentence level, and track this throughout the text. I explore how a reader might respond to the text and how and where the writer has influenced that response. I convincingly compare and contrast different texts and make comments about why the viewpoints differ. 	<ul style="list-style-type: none"> I convincingly explain what themes are in the text and identify points in the text where they can be clearly seen. I explore in detail what contexts have inspired the text and how the reader might interpret them. I identify the conventions or features of texts written in the same era or style as the text I'm studying.
Confident	<ul style="list-style-type: none"> I infer the main ideas and write a developed explanation of the key ideas, voices and events in the text. I make deliberate and accurate references to the text. I use a range of relevant quotes to prove my ideas. 	<ul style="list-style-type: none"> I explore how a writer uses language and literary features. I consider why a writer has chosen a particular word or feature and what effect they want to have on the reader. I can use subject terms like simile, metaphor, personification. 	<ul style="list-style-type: none"> I write a developed explanation of how the writer has structured the text. I am starting to use appropriate terms to describe the effect of the writer's choices such as 'builds', 'changes', 'shifts'. I explain in detail how the writer's structural choices add to the text's overall meaning. 	<ul style="list-style-type: none"> I explain in detail the purpose and tone of a text using a phrase such as 'The writer's purpose is to...'. I can link this to examples from the text. I explain how the writer wants their reader to feel about their topic. I can link this to examples from the text. I write a developed explanation of how two texts explore a topic from different or similar perspectives. 	<ul style="list-style-type: none"> I explain what has influenced the writer and the content of the text. I explain what kind of world the writer is trying to reflect in the text and what the key themes and issues of the text are. I describe the features and style of writing that link to when the text was written or is set.
Secure	<ul style="list-style-type: none"> I clearly show I understand the key ideas, voices and events of a text. I infer ideas to gain a stronger understanding of voices and events. I consistently select and use quotes or make references to the text that clearly link to my ideas. 	<ul style="list-style-type: none"> I explain how the writer has used language for a deliberate effect. I describe how a writer uses language and literary features. I use subject terms to describe more figurative features like "comparison", "symbol". 	<ul style="list-style-type: none"> I clearly identify the different sections of the text. I break the text up into more complex structures than beginning, middle and end. I explain how each structural choice has meaning in that moment. 	<ul style="list-style-type: none"> I identify the purpose of text using a phrase such as 'The writer wants...' I explain what the writer's tone or perspective is and can refer to where in the text I got my ideas from. I clearly explain the key differences or similarities between two texts. 	<ul style="list-style-type: none"> I describe how when a text was written influences what it is about and how it is written. I describe what kind of world the writer is trying to reflect in the text. I describe the key themes or issues that inspires the text I am writing about.
Developing	<ul style="list-style-type: none"> I understand and describe relevant information, events or ideas from the text. I interpret the main ideas of the text. I use appropriate references to support my ideas. I use a direct quote in my writing and use quotation marks. 	<ul style="list-style-type: none"> I make relevant comments about the writer's choices of language. I write comments about the words, phrases and sentences the writer has chosen. I refer to the author directly by naming them. I use relevant subject terms like "adjective", "question", "message" 	<ul style="list-style-type: none"> I recognise the writer has made some deliberate choices about the order of their text. I break the text up into its opening, middle and end. I use the phrase "The writer" or "The author" to talk about the text. I use relevant phrases like "at the start" and "at the end" to write about structure. 	<ul style="list-style-type: none"> I can identify the genre of a text. I recognise what tone or perspective the writer has using straightforward language such as 'positive', 'negative', 'happy', 'sad'. I list key differences or similarities between two texts. I make relevant comments about what a text helps a reader to know, think or feel. 	<ul style="list-style-type: none"> I recognise when a text was written and who by and can name them accurately. I am beginning to consider how when a text was written and who by might influence what it is about. I make relevant comments about the time in which the text was written or is set, such as 'in the Victorian times'. I can identify the most relevant theme or issues that inspires the text I am writing about.

Emerging	<ul style="list-style-type: none"> • I recall what happens in a text by summarising the main events. • I interpret some of the more straightforward meanings and messages of the text • I describe moments from the text in my own words. • I use words from the text when I am describing what happens. 	<ul style="list-style-type: none"> • I show I understand that the writer has made deliberate choices about the language they use. • I write comments about words the writer has chosen. • I use the phrase “The writer” or “The author” to talk about the text. • I use simple terms like word, sentence and text. 	<ul style="list-style-type: none"> • I show I understand the writer has structured the text with an opening, a middle and an ending. • I know the order of events in a text. • I use the phrase “This text” to talk about the text I am writing about. • I use simple markers like “then” to write about structure. 	<ul style="list-style-type: none"> • I know whether a text is fiction or non-fiction. • In fiction texts, I identify what mood it creates. In non-fiction texts, I identify whether the writer is being positive or negative about their topic. • I spot at least one difference or similarity between two texts. • I make a straightforward comment about what a text helps a reader to know, think or feel. 	<ul style="list-style-type: none"> • I know if a text is modern or older and I make a clear reference to that when I write about it with phrases such as ‘the text is old’. • I make a simple comment about the time in which the text was written or is set, such as ‘in the olden days...’ • I know whether a text is fiction or non-fiction, and whether the writer is writing about themselves or someone else. • I state one of the themes or issues that inspires the text I am writing about.
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