

| Skill & Level | 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. |
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| 9+ Skilled | <p>I write precise points that explore the key ideas and events in the text.</p> <p>I identify layers of meaning and can write in detail about them.</p> <p>I can combine information from different sources or places in the same text.</p> | <p>I can write a convincing explanation of how the writer has used language for an effect.</p> <p>I use precise subject terminology for the features I have identified.</p> <p>I can describe the effect of the writer's choices on the reader.</p> | <p>I can write a convincing explanation of how the writer's structure has a specific effect.</p> <p>I use precise subject terminology for structural features.</p> <p>I explore why the writer has chosen to structure the text in the way they have, focusing on why they chose them.</p> | <p>I can accurately identify the writers' main purpose and viewpoint and track this throughout the text.</p> <p>I explore how a reader might respond to the text and how and where the writer has influenced that response.</p> <p>I convincingly compare and contrast different texts and make comments about why the viewpoints differ.</p> | <p>I convincingly explain what themes are in the text and identify where they can be clearly seen.</p> <p>I explore in detail what contexts have inspired the text and how the reader might interpret them.</p> <p>I identify the standard features of texts written in the same era or style as the text I'm studying.</p> |
| Year 9 | <p>I clearly understand the key ideas, voices and events of a text.</p> <p>I infer ideas to gain a stronger understanding of voices and events.</p> <p>I use clues to fully develop characters and events.</p> <p>I can link my ideas by selecting and using quotes.</p> | <p>I explain how the writer has used language for an effect.</p> <p>I describe how a writer uses language and literary features.</p> <p>I use more figurative language like "comparison", "symbol".</p> | <p>I clearly identify the different sections of the text.</p> <p>I can break the text up into more complex structures than beginning, middle and end.</p> <p>I can explain how each structural choice has meaning in that moment - Why it is there.</p> | <p>I identify the purpose of text using a phrase such as 'The writer wants...'</p> <p>I explain what the writer's tone or perspective is and can refer to where in the text I got my ideas from.</p> <p>I clearly explain the key differences or similarities between two texts.</p> | <p>I describe how when a text was written influences what it is about and how it is written.</p> <p>I describe what kind of world the writer is trying to reflect in the text.</p> <p>I describe the key themes or issues that inspires the text I am writing about.</p> |
| Year 8 | <p>I can describe information, events or ideas in the text.</p> <p>I can explain the main ideas of the text.</p> <p>I use suitable words and phrases to support my ideas.</p> <p>I use a direct quote in my writing and use quotation marks.</p> | <p>I can talk about the writer's choice of language.</p> <p>I write about the words or phrases the writer has used.</p> <p>I refer to the author directly by naming them. 'The writer has'.</p> <p>I use relevant subject language like "adjective", "question", "message"</p> | <p>I acknowledge that the writer has deliberately structured the text.</p> <p>I break the text up into its opening, middle and end.</p> <p>I use "The writer" or "The author" to talk about the text.</p> <p>I use "at the start" and "at the end" to write about structure.</p> | <p>I can identify the genre of a text.</p> <p>I can use language like, 'positive, negative' about the tone of a text.</p> <p>I can list how two texts are similar or different.</p> <p>I can comment on how the text effects the reader.</p> | <p>I can say when a text was written and who by.</p> <p>I understand that person or time can influence a text.</p> <p>I can refer to a particular time frame, 'in Victorian times.'</p> <p>I can identify that themes or issues from a time period can influence the text.</p> |
| Year 7 | <p>I can summarise the main events of the text.</p> <p>I work-out some of the messages of the text.</p> <p>I can rewrite of the events using some words from the text.</p> | <p>I can say that the writer has chosen particular words.</p> <p>I write about the writer's choice of words.</p> <p>I use 'the writer' to talk about the text.</p> <p>I can use the terms: word, sentence and text.</p> | <p>I know the structure of a text, opening - middle-end.</p> <p>I know the order of events in a text.</p> <p>I can use the phrase "This text".</p> <p>I can use 'then' to structure my writing.</p> | <p>I know the difference between 'fiction and non-fiction'.</p> <p>I can identify the mood in a story.</p> <p>I can say if a writer is being negative or positive.</p> <p>I can say if two texts are similar or different.</p> <p>I can say a simple comment about what a text helps a reader to know, think or feel.</p> | <p>I can say if a text is 'modern or old'.</p> <p>I can relate to the time it was written 'in the olden days...'</p> <p>I know if the writer is writing about themselves or someone else.</p> <p>I can comment on a theme or issues within the text.</p> |