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| Learner stage | What I should know, understand, be able to explain or do |
| Exceptional Mastery (E) | * I embed quotations consistently throughout, guiding the reader through my argument. * I can confidently develop a full interpretation of the text, tease out meaning or weigh up evidence. This may include quotations that are precise single word choices. * I use linguistic techniques as a natural part of my analysis. This may also include multiple interpretations of single word choices. * I explore original and personal responses to language choices, giving insights into alternative viewpoints. * My analysis is personal, showing a clear individual viewpoint and my ideas are original and sophisticated. * I write fluently about other possible interpretations and meanings of structural choices. * I reflect deeply on the writers’ intent and influences and evaluate the impact on myself as a reader. * I can consider how the text may impact other readers dependent on context. * My wider reading and understanding of critical analysis helps me to evaluate how the time in which the piece was written influences both its publication and reception. * My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied. I do not separate out the two texts, but discuss them alongside * one another, showing a complex understanding of the similarities and differences between writers. |
| Advancing mastery (A) | * I embed quotations to help the reader follow my argument. * I can begin to develop a full interpretation of the text, using evidence to support my viewpoint. * I use linguistic techniques as a natural part of my analysis. * I explore original and personal responses to language choices. * My analysis is both personal and sophisticated. * I write fluently about other possible interpretations and meanings of structural choices. * I reflect deeply on the writers’ intent and influences and evaluate the impact on myself as a reader. * My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and reception. * My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied. |
| Secure mastery (S) | * I always choose the best quotations from the text to prove the point I am making. These are often embedded in my sentences. * I can identify different layers of meaning in a text with some detailed explanation. * I am easily able to write a lot about a little- writing at least 4 sentences about my chosen quotations, using single word analysis. * I can also write about alternative interpretations of the text. * I am able to write a lot about a specific example of structure. * I can use a wide range of terminology accurately. * I am able to explore the issues and messages in the text * I am able to explore how successful the writer has been at putting these ideas across to the reader. * I am able to weave information about when and why a text was written into my analysis. * I am able to compare the language, structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader. |
| Developing mastery (D) | * I pick short quotations to back up my ideas. * I can clearly explain inferences with accurate evidence from across the text. * I refer to quotations from texts and say why some language features are used. * I can use single word analysis and can sometimes refer to linguistic devices. * I refer to examples and say why some structural features are used. I can sometimes refer to terminology. I write about 2-3 sentences about each example. * I show that I understand about the issues and message in the text and what I think of these. * I can show that I understand what was happening at the time the piece was written. * I can show that I understand how people (and I) might respond differently now. * I can write about how the text influences me as a reader. * I can take quotations from two texts and write about how they are similar or different using connectives such as ‘similarly’ or ‘in comparison’. |
| Emerging mastery (F) | * I am able to copy relevant bits from texts but sometimes I forget to put them in quotations marks. Sometimes I copy out really long bits so it’s difficult to work out what I mean. * Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about. * Sometimes I am able to write about how certain presentational features make me feel as a reader. * Sometimes I am able to explain what the writer was trying to get across in the piece * Sometimes I am able to explain how certain words used by the writer make me feel. * Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written. * Sometimes I am able to write about more than one text in the same essay, but sometimes I forget to use quotations or compare them. |
| Step Up (SU) | * With help, I can highlight bits from the text. Sometimes I can copy these into my book. * With help, I can talk about obvious things in the text such as who the bad characters are and what they have done wrong. * When questioned, I can sometimes show understanding of texts and how I feel about them. * With help, I can sometimes think about why the text is good and what I might do to make it even better. * With help, I can sometimes think about what was going on at the time the piece was written. * With help, I can sometimes think about how different bits of writing can be about the same thing. |

I am good at:

My target: