




Assessment without levels - English Progress Descriptor - Reading

Key concepts: Reading should encourage students to develop skills of inference, deduction and comprehension. Alongside the key threshold concepts of: *Power, Identity and Representation; Literary Heritage and English Across Time; Communication and Expression and Appreciation of Form (The Writer's Craft)*, students should be assessed on their ability to:

- Read a wide range of literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Key skill	Acquiring <i>Working to consolidate ...</i>	Developing <i>Working towards ...</i>	Securing <i>Working at ...</i>	Extending <i>Working above ...</i>
Read, understand and respond to texts 	Comments that are sometimes relevant to the task Included some relevant information from the text	Supported, relevant comments linked to task Included some examples from the text to support ideas	Clear and developed comments linked to the task Included well-chosen evidence (quotations and references) to support ideas	Thoughtful and/or exploratory response to text and task Judicious use of precise references to support interpretation(s)
Analyse the techniques used by the writer for effect, using subject terminology where appropriate 	Comments on textual references Included some subject terminology	Relevant comments about textual references Included some accurate subject terminology	Clear and explained analysis of writer's methods and effect. Included clear and relevant subject terminology	Thoughtful and exploratory analysis, considering alternative interpretations, writer's purpose and effect Subject terminology used judiciously
Show understanding of the relationships between texts and the contexts in which they were written. 	Some aspects of PETAL used successfully Some simple comments on the purpose of the piece. Simple links between the texts. (Comparison)	Most aspects of PETAL used successfully. Some relevant links between the text and purpose. Relevant links between the texts. (Comparison)	Ingredients of PETAL used effectively to aid structure of response. Clear and developed links to the intentions of the writer. Clear and developed links between the texts explained. (Comparison)	Ingredients of PETAL used to facilitate response with individual and exploratory approach to task. Thoughtful exploration of links to the writer's aims. Thoughtful and in depth connections made between the texts. (Comparison

Sources: *Key Stages 2 & 3 National Curriculum for English, AQA GCSE English Literature Specification.*