

	<b>Emerging</b> a student whose understanding of the Y9 English Reading skills is still emerging will be able to:	<b>Developing</b> a student who is developing their Y9 English Reading skills will be able to:	<b>Secure</b> a student who is secure in the skills in the Y9 English Reading curriculum will be able to:	<b>Mastered</b> a student who has mastered the skills in the Y9 English Reading curriculum will be able to:
<b>Knowledge</b> – demonstrate knowledge of events, characters and ideas within a text	Show a thoughtful understanding of what is read. <b>Competently</b> develop ideas about the text which are connected in the written response.	Show a <b>confident</b> and detailed understanding of what is read. <b>Confidently</b> discuss a range of ideas in the text.	Show a <b>skilful</b> and perceptive understanding of what is read. <b>Skilfully</b> interpret a wide range of material.	Show a <b>sophisticated</b> and original understanding of what is read. Interpret a wide range of material, with <b>sophistication</b> .
<b>Interpretation</b> – offer informed interpretations of the meanings found within a text, supported with textual references	<b>Competently</b> and frequently use well-chosen supporting quotations.	Sustained use of integrated supporting detail.	<b>Skilfully</b> use precise and well- integrated supporting detail.	Use precise and well integrated supporting detail, with <b>sophistication</b> .

<p><b>Analysis</b> – analyse the methods used to construct texts including language, structure and form</p>	<p>Comment, with <b>competence</b>, on the effects of particular words and language features. Comment, with <b>competence</b>, on structural features in a text.</p>	<p><b>Confidently</b> comment about the effects of particular words or language features on the reader, demonstrating awareness of alternative interpretations. <b>Confidently</b> explore the effect of structural features in a text.</p>	<p><b>Skilfully</b> analyse the writer’s use of language features, using subject terminology accurately. <b>Skilfully</b> analyse the writer’s choice of structural features.</p>	<p>Analyse, with <b>sophistication</b>, the writer’s choice of language features, using subject terminology accurately. Analyse, with <b>sophistication</b>, the writer’s choice of structural features.</p>
<p><b>Writer’s purpose and viewpoint</b> - identify and comment on viewpoints expressed</p>	<p>Explain, with <b>competence</b>, the writer’s general purpose of the text and the effect on the reader.</p>	<p><b>Confidently</b> and closely comment on the writer’s viewpoint/ purpose and effect on the reader, using details from the text.</p>	<p><b>Skilfully</b> analyse how writers’ ideas and viewpoints are shown in the text/s to influence the reader.</p>	<p>Provide a <b>sophisticated</b> evaluation of how a writer’s viewpoints affect the reader.</p>
<p><b>Context</b> – relate texts to the relevant social, historical and literary context</p>	<p>Comment, with <b>competence</b>, on the context of the text.</p>	<p><b>Confidently</b> discuss the context of the text.</p>	<p><b>Skilfully</b> explore the context of the text.</p>	<p>Provide a <b>sophisticated</b> evaluation of the context of the text.</p>

<b>Comparison</b> – comment and synthesize writer’s ideas and perspectives across texts, using evidence	Comment, with <b>competence</b> , on similarities and differences in ideas across two or more texts.	<b>Confidently</b> compare ideas and language across two texts, commenting on the impact on the reader.	<b>Skilfully</b> analyse the differences and similarities across two or more texts, examining the impact on the reader.	<b>Critically</b> evaluate the similarities and differences across two or more texts, exploring the impact on the reader.
---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------