The Education and Leadership Trust

KS4 TARGET	R1 Identify and interpret explicit and implicit information and ideas, and select and synthesise evidence from different texts.	R2 Explain, comment on and analyse how writers use language and structure to achieve effects and engage and influence the reader, using relevant subject terminology.	R3 Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.	R4 Show understanding of relationships between texts and the contexts in which they were written.
1 in some reading, usually with support	• Some high frequency and familiar words read • Some simple points from familiar texts recalled • Reasonable inference at a basic level (who is speaking etc)	• Some awareness of simple text features • Awareness of obvious features of language	• Simple comments on own experience	• A few basic features of well-known texts
2 in some reading	• Range of key words read on sight • Some fluency and expression • Generally clear idea of where to look for information • Simple, plausible inference about events and information, using evidence from the text	• Some awareness of the use of features of organisation • Some effective language choices noted	• Simple statements about likes and dislikes in reading, sometimes with reasons	• Some awareness that books are set in different times and places
3 in most reading	• Range of strategies used mostly effectively to read with fluency, understanding and expression • Some comments include quotations from or references to texts but not always relevant • Straightforward inference based on a single point of reference in the text	• A few basic features of organisation at text level identified, with little or no linked comment • A few basic features of writers' use of language, but with little or no comment	• Comments identify main purpose • Express personal response but little awareness of the writer	• Some simple connections between texts identified • Some recognition of some features of context
4 across a range of reading	• Some relevant points identified • Some comments supported by generally relevant textual reference • Inferences often correct but comments are not always rooted securely in the text or repeat narrative/content	• Some structural choices identified with simple comment • Some basic features of writers' use of language and simple comments on the choices made	• Main purpose identified • Simple comments show awareness of the writers' viewpoint	• Simple comment on the effect that the readers' or writers' context has on the meaning of a text.
5 across a range of reading	• Inferences often correct but comments are not always rooted securely in text or repeat narrative/content • Comments generally supported by relevant textual references or quotation, even when points are not always accurate	• Comments on structural choices show some general awareness of writer's craft • Various features of writers' use of language identified with some explanation • some awareness of the effect of language choices	• Main purpose clearly identified, often through general overview • Viewpoint in texts clearly identified, with some, often limited explanation	• Some explanation of how the contexts in which texts are written or read contribute to meaning
6 across a range of reading	• Most relevant points clearly identified, including those selected from different places in the text • Comments generally supported by relevant textual references or quotation, even when points are not always accurate. • Comments make inferences and deductions based on textual evidence	• Comments on structural choices show some general awareness of writer's craft • Various features relating to the organisation at text level are clearly identified with some explanation • Various features of writers' use of language identified with some explanation • Comments show some awareness of the effect of language choices	• Main purpose clearly identified, often through general overview • Viewpoint in texts clearly identified, with some, often limited explanation • General awareness of the effect on the reader, with some, often limited explanation	• Comments identify similarities and differences between texts with some explanation • Some explanation of how the contexts in which text are written or read contribute to meaning
7 across a range of reading	• Most relevant points clearly identified, including those selected from different places in the text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them	• Some detailed explanation, with appropriate terminology, of how language is used • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader • Comments on structural choices show some general awareness of writer's craft • Various features relating to the organisation at text level are clearly identified with some explanation	• Evidence for identifying main purpose precisely located at word/sentence level or traced through a text • Viewpoint clearly identified and explanation of it developed through close reference to the text • General awareness of the effect on the reader, with some, often limited explanation	• Comments identify similarities and differences between texts with some explanation • Some detailed discussion of how the contexts in which texts are written and read affect meaning
8 across a range of reading	• Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them • Comments consider wider implications or significance of information, events or ideas in the text	• Some detailed exploration of how structural choices support the writer's theme or purpose • Comment on how a range of features relating to organisation at text level contribute to the effects achieved • Some detailed explanation, with appropriate terminology, of how language is used • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader	• Evidence for identifying main purpose precisely located at word/sentence level or traced through a text • Viewpoint clearly identified and explanation of it developed through close reference to the text • The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created	• Some exploration of textual conventions or features as used by writers from different periods. • Some detailed discussion of how the contexts in which texts are written and read affect meaning.
9- across a range of reading	• Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Increasing ability to draw on knowledge of other sources to develop or clinch an argument • Comments begin to develop an interpretation of the text, making connections between insights, teasing out meanings or weighing up evidence	• Some evaluation of the extent to which structural choices support the writer's theme or purpose • Comment on how a range of features relating to organisation at text level contribute to the effects achieved • Comments begin to develop precise, perceptive analysis of how language is used • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader	• Responses begin to develop some analytic or evaluative comment on writer's purpose • Responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text • The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created	• Responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition • Some detailed discussion of how the contexts in which texts are written and read affect meaning.