

Year 7 Reading		<b>READ, UNDERSTAND &amp; RESPOND</b> <b>Maintain a critical style, develop an informed personal response, identify and interpret explicit and implicit information and ideas; using quotations to illustrate interpretation</b>	<b>LANGUAGE, FORM &amp; STRUCTURE</b> <b>Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using subject terminology where appropriate</b>	<b>CONTEXT &amp; AUTHOR'S INTENTION</b> <b>Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written</b>
7.9	Greater Depth	Understanding is at times <b>insightful</b> with quotations sometimes embedded.	At times there is <b>insightful</b> understanding of language and structure, what they mean and how they work together.	Context is handled with <b>insight</b> on occasion – often with comment on social, moral, historical or cultural elements. There may be a comparison between ‘then’ and ‘now’. <b>Insight</b> is shown when discussing genre or author’s intention and includes a personal response.
7.8		Understanding is at times <b>thoughtful</b> with quotations.	At times there is a <b>thoughtful</b> understanding of language and structure, what they mean and how they work together.	Context is occasionally <b>deliberate</b> and <b>reflective</b> – with detailed comments sometimes comparing ‘then’ and ‘now’. There is reflection on genre or author’s intention which sometimes includes a personal response.
7.7		Understanding is at times <b>detailed</b> with quotations.	At times there is a <b>considered</b> understanding of language and structure, what they mean and how they work together.	Context is occasionally <b>measured</b> – with some comments on ‘then’ and ‘now’. There is some reflection on genre or author’s intention which may include a personal response.
7.6	Secure	Understanding is <b>controlled</b> with well-chosen supporting quotations.	At times there is a <b>controlled</b> understanding of language and structure.	Occasionally <b>controlled</b> and <b>engaging</b> exploration of context. <b>Controlled</b> comments about genre or authorial intent.
7.5		Understanding is <b>secure</b> with some <b>relevant</b> supporting quotations.	Generally <b>secure</b> and <b>relevant</b> understanding of language and structure.	Context is handled <b>securely</b> on occasion. <b>Secure</b> comments about genre or authorial intention are made.
7.4		Understanding is <b>clear</b> with some supporting quotations.	At times there is a <b>clear</b> understanding of language and structure with some <b>clear</b> comments about their effects.	<b>Clear</b> understanding of context with some clear understanding of authorial intent shown.
7.3	Developing	Understanding is <b>simple</b> with occasional supporting quotations <b>attempted</b> .	<b>Simple</b> understanding of language and/or structure with some comments <b>attempted</b> on what each one means.	Understanding of context is <b>simple</b> with some comments <b>attempted</b> . There is <b>simple</b> comment about the purpose of a text.
7.2		Understanding is <b>basic</b> with some comments on meaning attempted.	There is <b>basic</b> understanding of language and structure.	There is some <b>basic</b> understanding of context and <b>limited</b> awareness of the purpose of the text.
7.1		<b>Very limited</b> understanding of the text at a narrative level.	There is a <b>very limited</b> understanding of language and/or structure.	There is a <b>very limited</b> , often <b>unclear</b> understanding of context. There is a <b>very limited</b> grasp of the purpose of a text.

Year 8 Reading		<b>READ, UNDERSTAND &amp; RESPOND</b> Maintain a critical style, develop an informed personal response, identify and interpret explicit and implicit information and ideas; using quotations to illustrate interpretation	<b>LANGUAGE, FORM &amp; STRUCTURE</b> Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using subject terminology where appropriate	<b>CONTEXT &amp; AUTHOR'S INTENTION</b> Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written. There is exploration of moral, historical and cultural elements.
8.9	Greater Depth	Understanding is often <b>insightful</b> , supported with carefully chosen references - often embedded - and from across the text.	Increasingly <b>insightful</b> understanding of how language and structure work together to shape meaning.	Context is frequently handled with <b>insight</b> – a little goes a long way – often with <b>astute</b> integration of a range of contextual comments, sometimes comparing 'then' and 'now'. Genre or author's intention is commented on with <b>insight</b> . There is reflection on other people's views of texts, sometimes comparing this with a personal view.
8.8		Understanding is often <b>thoughtful</b> and supported with carefully chosen reference – some might be embedded – from different bits of text.	Increasingly <b>thoughtful</b> understanding of how language and structure work together.	Context is frequently handled well, often with <b>thoughtful</b> integration of contextual comments, sometimes comparing 'then' and 'now'. Often <b>thoughtful</b> comments on genre or author's intention. There is reflection on other people's views of texts.
8.7		Understanding is often <b>considered</b> and supported with quotations which show <b>detailed</b> understanding of different parts of the text.	At times there is a <b>considered</b> understanding of how language and structure work together.	At times context is handled well with <b>detailed</b> consideration of contextual comments, with an awareness of 'then' and 'now'. At times there is <b>detailed</b> comment on genre or author's intention, with some consideration of other people's views of texts.
8.6	Secure	Understanding is <b>controlled</b> and supported with appropriate quotations from different parts of the text.	Increasingly <b>controlled</b> understanding of how language and structure work, with <b>engaging</b> comments on their combined effect.	Often <b>controlled</b> and <b>engaging</b> exploration of context. Often <b>controlled</b> comments about genre or authorial intention with some understanding of other people's views of texts.
8.5		Understanding is <b>secure</b> and supported with relevant reference from different bits of text.	Increasingly <b>secure</b> understanding of how language and structure work with <b>relevant</b> comments on their combined effect.	Context is handled <b>securely</b> including some <b>relevant</b> comments on a range of factors. There is often <b>secure</b> comment on genre or authorial intention, with <b>relevant</b> comments about what it means.
8.4		Understanding is <b>clear</b> with relevant supporting quotations, sometimes from different parts of the text.	There is <b>clear</b> understanding of how language and structure work with <b>interesting</b> comments on their effects.	Understanding of context is <b>clear</b> , with some attempted comments which are sometimes explained. There are <b>clear</b> comments about genre or purpose, with understanding of meaning shown.
8.3	Developing	Understanding is <b>simple</b> and with some references <b>attempted</b> , sometimes from different bits of text.	There is a <b>simple</b> understanding of how language and/or structure work, often with <b>simple</b> comments on their effect <b>attempted</b> .	There is some <b>simple</b> understanding of context with <b>simple</b> comment, sometimes explained. There is <b>simple</b> comment about genre or purpose, with some <b>attempted</b> comments on meaning.
8.2		<b>Limited</b> understanding of the text with <b>basic</b> comments on meaning.	<b>Limited</b> understanding of language and/or structure, with some <b>limited</b> comment on meaning.	There is some <b>limited</b> grasp of context, with some <b>basic</b> comments. <b>Limited</b> comments about genre or purpose.
8.1		<b>Very limited</b> understanding of the text with <b>unclear</b> comments on meaning.	<b>Very limited</b> understanding of language and/or structure, with some <b>unclear</b> comment on meaning.	There is <b>very limited</b> grasp of context, with some <b>unclear</b> comments. <b>Erratic</b> comments about genre or purpose.

