

# English (Reading) - Key Stage 3 Level Descriptors

	Assessment Foci 2 -	AF3 -	AF4 -	AF5 -	AF6 -	AF7 -
Level 8	I am able to clearly and critically interpret texts, using imaginative insights and supporting my comments by using textual references and my wider knowledge of the text(s).		I am able to show my appreciation and understanding of how the structure and language of the text(s) are used to support the writer's purpose and how this helps create meaning in a text(s).		I can show a clear understanding, and critically evaluate how the writer's purpose and viewpoint is presented throughout the text.	I can sustain a critical analysis/evaluation of texts showing appreciation of how they relate to different contexts and traditions. Through this analysis I am able to explore the meanings produced from texts.
Level 7	I am increasingly precise in selecting and applying textual references to the points I make. I have an increasing ability to draw on a wider range of sources to develop my points or clinch an argument.	I am beginning to develop an interpretation of text(s), by making connections between insights, teasing out meanings and weighing up evidence.	I can make some evaluation of how structural choices can support a writer's theme or purpose. I show some appreciation of the writer's skill in using a range of organisation features at text level.	I am beginning to develop precise and perceptive analysis of how language is used. I show some appreciation of how a writer's language choices contribute to an overall effect on the reader.	I am beginning to analyse/evaluate the writer's purpose. I am beginning to analyse/evaluate how viewpoint is established across a text. I am developing an appreciation of how particular techniques and devices achieve certain effects.	I am beginning to analyse how texts can be influenced by earlier texts, of a similar type, e.g. how the modern detective novel is influenced by earlier detective stories such as A Conan Doyle. I am beginning to analyse how texts can have different meanings and interpretations, depending on the context in which they are written or read.
Level 6	I can clearly identify relevant points. I can sum up and combine information, either from different texts or different places in the same text. I can support my ideas or arguments with suitable textual references and quotations.	My comments are securely based on evidence from the text. I can identify different layers of meaning, and I am beginning to explore them in detail. I can comment on the significance or wider implications of information, events or ideas in a text.	I can explore in some detail how writers make structural choices to support their theme or purpose. I can comment on a range of features of organisation at text level, and how they contribute to the effects achieved.	I can give some detailed explanation, with the right terminology, of how language is used. I can draw together comments on how writers' language choices have an overall effect on the reader.	I can identify the main purpose precisely, at word and sentence level or throughout a text. I can identify and explain the writer's viewpoint, referring closely to the text. I can identify the effect on the reader, and begin to explain how it has been created	I can explore some features and conventions used by writers from different periods. I can discuss in some detail how the contexts in which a text is written and read can affect its meaning and how this can change over time.
Level 5	I can identify clearly most relevant points, from different places in a text. I mostly support my comments about texts with relevant references and quotations.	I can explain inferred meanings, using evidence from different parts of the text. I can make inferences and deductions based on textual evidence.	I can comment on how writers choose to structure their writing in particular ways. I can identify and give some explanation about a variety of ways of organising a whole text, including the form.	I can identify, and give some explanation of, various features of language used by writers. I can make some comments on the effects of writers' language choices.	I can clearly identify the main purposes, often by making a general comment about the whole text. I can clearly identify the writers' viewpoints, giving some explanation. I show a general awareness of the effect on the reader, with some explanation.	I can identify, and give some explanation of, similarities and differences between texts or versions of texts. I can give some explanation of how the context in which a text is written or read can influence its meaning.
Level 4	I can pick out some relevant points from texts. I can support points with quotations or references that are usually relevant.	I can infer meanings using evidence from different parts of a text. Often I can infer meaning, but I don't always explain the evidence from the text.	I can make some comments about the choices writers make in structuring a text. I can identify basic features of whole text organisation.	I can pick out some ways that the writer uses language for effect. I can make simple comments on the effect of writers' choices of language.	I can identify the main purpose of texts. I can make comments about writers' viewpoints. I can make comments on the overall effect on the reader.	I can identify similar features in different texts, and begin to comment on them e.g. characters, settings, presentational features in texts. I can make some comments on the effect that the writer's / reader's situation has on the meaning, e.g. the time or setting of the texts.
Level 3	I can pick out some simple points in a text. I can use quotations and make references to a text, which sometimes back up my ideas.	I can infer the basic meaning of a text and show the part of the text that gave me the clues. I can show I understand the text, using some evidence and my own ideas	I can pick out some ways in which a text is organised.	I can pick out some basic ways that a writer uses language.	I can pick out the main purpose of some texts. I can give my personal response to a text but I sometimes need help with the viewpoint or effect on the reader.	I can pick out some links between texts, e.g. the similarities in plots or settings or in books by the same writer. I can pick out some features of the setting or background of texts e.g. the time it is set in.

# English (Reading) - Key Stage 4 Grade Descriptors

	Assessment Foci 1 -
Grade A*	<p>I am concise and precise with my responses to texts.</p> <p>I explore and evaluate alternative and original interpretations.</p> <p>I show flair in developing my ideas and refer in detail to aspects of language, structure and presentation.</p> <p>I can make highly original comparisons within and between texts.</p>
Grade A	<p>I can understand and analyse different interpretations of a text.</p> <p>I can make clear references to different interpretations.</p> <p>I develop my ideas and refer in detail to aspects of language, structure and presentation.</p> <p>I can make apt and careful comparison within and between texts.</p>
Grade B	<p>I am confident to put forward my own ideas and opinions when giving an analytical response.</p> <p>I can identify the techniques used by the writer to create meaning.</p> <p>I can explore how a writer influences the way a reader may respond to a text.</p> <p>I support my points with detailed references to language, theme and structure.</p>
Grade C	<p>I can give opinions and make judgements about a text I have read.</p> <p>I show I understand what a writer means and how s/he puts across their ideas.</p> <p>I back up my ideas by explaining why a writer has ordered their ideas in a particular way.</p> <p>I back up my ideas by explaining why a writer uses certain words and phrases.</p> <p>I back up my ideas by explaining how a writer uses themes in their writing.</p>
Grade D	<p>I can give my own opinion about something I have read.</p> <p>I show I understand what a writer means and how s/he puts across their ideas.</p> <p>I can explain why a writer has ordered their ideas in a particular way.</p> <p>I can explain why a writer uses certain words.</p> <p>I can explain how a writer uses themes in their writing.</p>
Grade E	<p>I am familiar when describing the purpose of a text. I can comment on key ideas, themes and characters.</p> <p>Identify some features of language and structure.</p>
Grade F	<p>I am aware of obvious meanings and purpose in a text.</p>

# English (Reading) - Key Stage 5 Grade Descriptors

	Assessment Foci 1 -	AF2 -	AF3 -	AF4 -
Grade A	<p>Students communicate wide knowledge and understanding of literary texts.</p> <p>Present relevant responses, using appropriate terminology to support informed interpretations.</p> <p>Structure and organise their writing well.</p>	<p>Students identify relevant aspects of structure, form and language in literary texts.</p> <p>Explore through critical analysis, how writers use specific aspects to shape meaning.</p> <p>Generally use specific references to texts to support their responses</p>	<p>Students explore connections or points of comparison between literary texts.</p> <p>Communicate clear understanding of the views expressed in different interpretations or readings.</p>	<p>Students communicate understanding of the relationships between literary texts and their contexts.</p> <p>Comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were – and are – received.</p>
Grade B				
Grade C	<p>Students communicate using relevant vocabulary and clear expression.</p>	<p>They have a clear focus on the task and can use a range of features of form and structure to shape meanings in text.</p>		
Grade D				
Grade E	<p>Students communicate some knowledge and understanding of literary texts.</p> <p>Make some use of appropriate terminology or examples to support interpretations.</p> <p>Communicate meaning using straightforward language</p>	<p>Students identify some aspects of structure, form and language.</p> <p>Describe some aspects with reference to how they shape meaning.</p> <p>Make some related references to texts to support their responses</p>	<p>Identify some connections or points of comparison between literary texts.</p> <p>Show some appreciation of the views expressed in other interpretations of literary texts.</p>	<p>Communicate some understanding of context through descriptions of culture, text type, literary genre or historical period</p>