

Year 9 Autumn 1 & 2 – Reading & Skills of Analysis

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
Skills: Read, understand and respond to texts, using textual references, including quotations, to support and illustrate interpretations	<p>Identify and synthesise most accurate points clearly, including those selected from different places in the text.</p> <p>Make largely accurate inferences/deductions and support them using accurate quotations, showing a clear understanding of the text.</p>	<p>Identify specific points, including summarising and synthesizing information from different place in the text.</p> <p>Make specific inferences/deductions about texts, incorporating apt supporting quotations/evidence and exploring different layers of meaning.</p> <p>Consider wider implications of information, events or ideas in the text and explain how small details contribute to the overall meaning.</p> <p align="center"><i>Grade 5/6</i></p> <p>Identify precise ideas, including summarising and synthesizing information from different places in the text.</p> <p>Read and carefully select precise evidence at word/sentence level in a text to support my detailed inferences and interpretations.</p> <p>Draw on knowledge of other sources to develop my inferences/interpretations.</p> <p>Begin to develop an insightful interpretation of the text, making connections between insights, teasing out meanings or weighing up evidence.</p>	<p>Read with a perceptive opinion, developing a coherent and sensitive interpretation of text(s) by drawing on imaginative insights which are well supported by judiciously chosen textual reference.</p> <p>Offer an insightful appreciation and understanding of how the text structure and language support the writer’s purpose and contribute to overall meaning.</p>

	1-3 I can...	4-6 I can...	7-9 I can...
Skills: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	<p>Comment on language, structural and/or organisational choices, showing some general awareness of the writer's craft, and can explore its effect on the reader.</p> <p>Make clear use of subject terminology.</p>	<p>Analyse, by exploring how language, structural and organisational choices support the writer's theme or purpose.</p> <p>Examine how a range of features used by the writer contribute to the effects achieved.</p> <p>Make accurate use of subject terminology.</p> <p style="text-align: center;">Grade 5-6</p> <p>Make precise, insightful comments on the extent to which language, structural and/or organisational choices support writer's theme or purpose, and show an appreciation for the skill.</p> <p>Show an appreciation of how the writer's choices contribute to the overall effect on the reader and I make accurate and insightful use of subject terminology.</p>	<p>Show an insightful appreciation and understanding of how the text structure and language used support the writer's purpose and contribute to meaning.</p> <p>Show a precise understanding of the overall effect of the text and evaluate the writer's purposes and viewpoints.</p>
Skills: Show an understanding of the relationships between texts and the contexts in which they were written.	<p>Give some explanation of how the contexts in which texts are written and read can contribute to meaning.</p>	<p>Examine and make some detailed discussion of how the contexts in which texts are written and read affect meaning.</p> <p style="text-align: center;">Grade 5/6</p> <p>Show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</p>	<p>Sustain an analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s).</p> <p>My analysis explores the meanings produced.</p>

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
Skills: Maintain and develop an informed personal response.	<p>Respond clearly to the task, giving my opinion and reasons why I think this.</p> <p>Make some evaluative comment(s) on effect(s) on the reader.</p> <p>Show some understanding of writer's methods.</p> <p>Select some appropriate textual reference(s) or quotations.</p>	<p>Make a clear and accurate personal response to the focus of the task.</p> <p>Clearly evaluate the effect(s) on the reader.</p> <p>Show a clear understanding of writer's methods, selecting apt quotations.</p> <p style="text-align: center;"><i>Grade 5-6</i></p> <p>Begin to develop a convincing personal response to the focus of the task.</p> <p>Evaluate precisely and in some detail the effect(s) on the reader, by showing an insightful understanding of writer's methods.</p> <p>Select a range of well-chosen and precise textual detail.</p>	<p>Present a convincing personal response to the focus of the task.</p> <p>Evaluate in detail the effect(s) on the reader, showing an insightful understanding of writer's methods.</p> <p>Select a judicious range of textual detail, including references from single word to whole text level.</p>