



Skill	Emerging	Developing	Secure	Mastered
I show understanding of the text by finding information and using quotations	With help, I can highlight bits from the text. Sometimes I can copy these into my book.	I am able to copy relevant bits from texts but sometimes I forget to put them in quotations marks. Sometimes I copy out really long bits so it's difficult to work out what I mean.	I pick short quotations to back up my ideas. I can clearly explain inferences with accurate evidence from across the text.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences. I can identify different layers of meaning in a text with some detailed explanation.
I can refer to quotations to analyse and explore language.	With help, I can talk about obvious things in the text such as who the bad characters are and what they have done wrong.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language features are used. I can use single word analysis and can sometimes refer to linguistic devices. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little-writing at least 4 sentences about my chosen quotations, using single word analysis. I can use a wide range of linguistic terminology accurately. I can also write about alternative interpretations of the text.
I can refer to examples to analyse and explore structure.	When questioned, I can sometimes show understanding of texts and how I feel about them.	Sometimes I am able to write about how certain presentational features make me feel as a reader.	I refer to examples and say why some structural features are used. I can sometimes refer to terminology. I write about 2-3 sentences about each example.	I am able to write a lot about a specific example of structure and I can use a wide range of terminology accurately.
I can write about why the writer may have written the text as they did and evaluate its impact.	With help, I can sometimes think about why the text is good and what I might do to make it even better.	Sometimes I am able to explain what the writer was trying to get across in the piece and how certain words used by the writer make me feel.	I show that I understand about the issues and message in the text and what I think of these. I can write about how the text influences me as a reader.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.
I can write about how the time and place influences how the piece was written and what people thought of it.	With help, I can sometimes think about what was going on at the time the piece was written.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people (an I) might respond differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.
I am able to compare texts.	With help, I can sometimes think about how different bits of writing can be about the same thing.	Sometimes I am able to write about more than one text in the same essay, but sometimes I forget to use quotations or compare them.	I can take quotations from two texts and write about how they are similar or different using connectives such as 'similarly' or 'in comparison'	I am able to compare the language, structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader.



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I show understanding of the text by finding information and using quotations	I am able to copy relevant bits from texts but sometimes I forget to put them in quotations marks. Sometimes I copy out really long bits so it's difficult to work out what I mean.	I pick short quotations to back up my ideas. I can clearly explain inferences with accurate evidence from across the text.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences. I can identify different layers of meaning in a text with some detailed explanation.	I embed quotations to help the reader follow my argument. I can begin to develop a full interpretation of the text, tease out meaning or weigh up evidence.
I can refer to quotations to analyse and explore language.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language features are used. I can use single word analysis and can sometimes refer to linguistic devices. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little-writing at least 4 sentences about my chosen quotations, using single word analysis. I can use a wide range of linguistic terminology accurately. I can also write about alternative interpretations of the text.	I use linguistic techniques as a natural part of my analysis. I explore original and personal responses to language choices.
I can refer to examples to analyse and explore structure.	Sometimes I am able to write about how certain presentational features make me feel as a reader	I refer to examples and say why some structural features are used. I can sometimes refer to terminology. I write about 2-3 sentences about each example.	I am able to write a lot about a specific example of structure and I can use a wide range of terminology accurately.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings of structural choices.
I can write about why the writer may have written the text as they did and evaluate its impact.	Sometimes I am able to explain what the writer was trying to get across in the piece and how certain words used by the writer make me feel.	I show that I understand about the issues and message in the text and what I think of these. I can write about how the text influences me as a reader.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a reader.
I can write about how the time and place influences how the piece was written and what people thought of it.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people (an I) might respond differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and reception.
I am able to compare texts.	Sometimes I am able to write about more than one text in the same essay, but sometimes I forget to use quotations or compare them.	I can take quotations from two texts and write about how they are similar or different using connectives such as 'similarly' or 'in comparison'	I am able to compare the language, structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.



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I show understanding of the text by finding information and using quotations	I pick short quotations to back up my ideas. I can clearly explain inferences with accurate evidence from across the text.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences. I can identify different layers of meaning in a text with some detailed explanation.	I embed quotations to help the reader follow my argument. I can begin to develop a full interpretation of the text, tease out meaning or weigh up evidence.	I embed quotations consistently throughout, guiding the reader through my argument. I can confidently develop a full interpretation of the text, tease out meaning or weigh up evidence. This may include quotations that are precise single word choices.
I can refer to quotations to analyse and explore language.	I refer to quotations from texts and say why some language features are used. I can use single word analysis and can sometimes refer to linguistic devices. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little-writing at least 4 sentences about my chosen quotations, using single word analysis. I can use a wide range of linguistic terminology accurately. I can also write about alternative interpretations of the text.	I use linguistic techniques as a natural part of my analysis. I explore original and personal responses to language choices.	I use linguistic techniques as a natural part of my analysis. This may also include multiple interpretations of single word choices. I explore original and personal responses to language choices, giving insights into alternative viewpoints.
I can refer to examples to analyse and explore structure.	I refer to examples and say why some structural features are used. I can sometimes refer to terminology. I write about 2-3 sentences about each example.	I am able to write a lot about a specific example of structure and I can use a wide range of terminology accurately.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings of structural choices.	My analysis is personal, showing a clear individual viewpoint. My ideas are original and sophisticated. I write fluently about other possible interpretations and meanings of structural choices.
I can write about why the writer may have written the text as they did and evaluate its impact.	I show that I understand about the issues and message in the text and what I think of these. I can write about how the text influences me as a reader.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a reader. I can also consider how the text may impact other readers dependent on context.
I can write about how the time and place influences how the piece was written and what people thought of it.	I can show that I understand what was happening at the time the piece was written and how people (an I) might respond differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and reception.	My wider reading and understanding of critical analysis helps me to evaluate how the time in which the piece was written influences both its publication and reception.
I am able to compare texts.	I can take quotations from two texts and write about how they are similar or different using connectives such as 'similarly' or 'in comparison'	I am able to compare the language, structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied. I do not separate out the two texts, but discuss them alongside one another, showing a complex understanding of the similarities and differences between writers.