

English Reading (Year 9)

	Emerging – a student whose understanding of the Y9 Reading skills is still emerging will be able to:	Developing – a student who is developing their Y9 Reading skills will be able to:	Secure – a student who is secure in the skills in the Y9 Reading curriculum will be able to:	Mastered – a student who has mastered the skills in the Y9 Reading curriculum will be able to:
Knowledge and interpretation, supported with textual references	<p>I can show a thoughtful understanding of what is read.</p> <p>I can develop my explanation of inferred meaning.</p> <p>I can use relevant evidence from the text.</p>	<p>I can show a detailed understanding of what is read.</p> <p>I can use inference to explore words/phrases in detail.</p> <p>I can embed evidence.</p>	<p>I can show a skilful understanding of what is being read.</p> <p>I can develop a precise and confident interpretation of the text.</p> <p>I can embed evidence from different parts of the text.</p>	<p>I can show an insightful understanding of what is being read.</p> <p>I can evaluate evidence.</p> <p>I can embed evidence from different parts of the text.</p>
Analysis of language and structure	<p>I can explain in detail how techniques are used and how the writer’s language choices contribute to the overall effect.</p> <p>I can comment on structural choices.</p>	<p>I can analyse how techniques are used by the writer and how the writer’s language choices contribute to the overall effect of the text.</p>	<p>I can analyse confidently how the writer’s language choices contribute to the overall effect of the text.</p> <p>I can analyse confidently how structural choices support the writer’s themes or purposes.</p>	<p>I can evaluate how the writer’s language choices contribute to the overall effect of the text.</p> <p>I can evaluate how structural choices support the writer’s themes or purposes.</p>
Writer’s purpose and viewpoint	<p>I can explain the main purpose, giving a general overview of the text.</p> <p>I can clearly explain the viewpoint in the text.</p> <p>I can explain the overall effect on the reader.</p>	<p>I can analyse the main purpose of the text.</p> <p>I can explain how viewpoint is developed in the text.</p> <p>I can analyse how the effect on the reader has been created.</p>	<p>I can make analytical comments on writer’s purpose.</p> <p>I can make analytical comments on how viewpoint is created.</p> <p>I can analyse confidently how particular techniques achieve the effects they do on the reader.</p>	<p>I can make evaluative comments on writer’s purpose.</p> <p>I can make evaluative comments on how viewpoint is created.</p> <p>I can evaluate how particular techniques achieve the effects they do on the reader.</p>
Context	<p>I can explain how the contexts on which texts are written and read contribute to meaning.</p>	<p>I can analyse how the contexts in which texts are written and read contributes to meaning.</p>	<p>I can analyse confidently the impact of context and consider alternative interpretations in relation to when the text was written and is read.</p>	<p>I can evaluate the impact of context and consider alternative interpretations in relation to when the text was written and is read.</p>

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Comparison	I can explain the similarities and differences when comparing texts.	I can analyse similarities and differences when comparing texts.	I can analyse confidently the similarities and differences when comparing texts.	I can evaluate the similarities and differences when comparing texts.