

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	I can show a thoughtful understanding of what is read. I can develop my explanation of inferred meaning. I can use relevant evidence from the text.	I can show a detailed understanding of what is read. I can use inference to explore words/phrases in detail. I can embed evidence.	I can show a skilful understanding of what is being read. I can develop a precise and confident interpretation of the text. I can embed evidence from different parts of the text.	I can show an insightful understanding of what is being read. I can evaluate evidence. I can embed evidence from different parts of the text.
Analysis of language and structure	I can explain in detail how techniques are used and how the writer's language choices contribute to the overall effect. I can comment on structural choices.	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.	I can analyse confidently how the writer's language choices contribute to the overall effect of the text. I can analyse confidently how structural choices support the writer's themes or purposes.	I can evaluate how the writer's language choices contribute to the overall effect of the text. I can evaluate how structural choices support the writer's themes or purposes.
Writer's purpose and viewpoint	I can explain the main purpose, giving a general overview of the text. I can clearly explain the viewpoint in the text. I can explain the overall effect on the reader.	I can analyse the main purpose of the text. I can explain how viewpoint is developed in the text. I can analyse how the effect on the reader has been created.	I can make analytical comments on writer's purpose. I can make analytical comments on how viewpoint is created. I can analyse confidently how particular techniques achieve the effects they do on the reader.	I can make evaluative comments on writer's purpose. I can make evaluative comments on how viewpoint is created. I can evaluate how particular techniques achieve the effects they do on the reader.
Context	I can explain how the contexts on which texts are written and read contribute to meaning.	I can analyse how the contexts in which texts are written and read contributes to meaning.	I can analyse confidently the impact of context and consider alternative interpretations in relation to when the text was written and is read.	I can evaluate the impact of context and consider alternative interpretations in relation to when the text was written and is read.

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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.