

KS3 Progression Grid: English (Reading)

Student MEG:					
Assessment Objectives					
Key Word	AO1: 'Information and Ideas' Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts	AO2: 'Language' Explain, comment on and analyse how writers use language (and structure) to achieve effects and influence readers, using relevant subject terminology.	AO2: 'Structure' Explain, comment on and analyse how writers use (language and) structure to achieve effects and influence readers, using relevant subject terminology.	AO3: 'Comparison' Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.	AO4: 'Whole text evaluation' Evaluate texts critically and support this with appropriate textual references.
Excelling	Students demonstrate: <input type="checkbox"/> a critical and perceptive interpretation of texts using both implicit and explicit information as appropriate. <input type="checkbox"/> a selection of illuminating quotations in order to support their interpretations from one or more texts. <input type="checkbox"/> a sophisticated and discriminating synthesis of information and ideas from one or more texts	Students demonstrate: <input type="checkbox"/> an illuminating and insightful analysis of how writers use language to achieve effects and influence the reader. <input type="checkbox"/> judicious use of textual references explored with sophistication. <input type="checkbox"/> discriminating use of subject terminology embedded into their analysis	Students demonstrate: <input type="checkbox"/> an illuminating and insightful analysis of how writers use structure to achieve effects.	Students demonstrate: <input type="checkbox"/> an illuminating and insightful comparison of how writers' ideas and perspectives are conveyed. <input type="checkbox"/> judicious selection of quotations <input type="checkbox"/> an insightful and comprehensive analysis of theme, language and structure across the texts	Students demonstrate: <input type="checkbox"/> an illuminating and insightful critical evaluation of the text including ideas, events, themes and settings. <input type="checkbox"/> insightful explanation of the effect/impact that the writer's methods have on the reader <input type="checkbox"/> skilfully selected and interwoven textual references
Secure	Students demonstrate: <input type="checkbox"/> a sustained interpretation of texts using both implicit and explicit information as appropriate <input type="checkbox"/> the skilful selection of apt quotations in order to support their interpretations from one or more texts <input type="checkbox"/> a detailed synthesis of information and ideas from one or more texts	Students demonstrate: <input type="checkbox"/> a sustained, critical analysis of how writers use language to achieve effects, shape meaning and influence the reader <input type="checkbox"/> skilful choice of textual references from across the text which are explored in detail <input type="checkbox"/> apt and integrated use of subject terminology to develop their analysis	Students demonstrate: <input type="checkbox"/> a sustained critical analysis of how writers use structure to achieve effects, shape meaning and influence the reader (including sentence types where relevant) <input type="checkbox"/> skilful choice of structural devices from across the text which are explored in detail using apt subject terminology	Students demonstrate: <input type="checkbox"/> a skilful and sustained comparison of writers' ideas and perspectives and how they are conveyed <input type="checkbox"/> a skilful selection apt quotations <input type="checkbox"/> a sustained critical analysis of theme, language and structure across the texts	Students demonstrate: <input type="checkbox"/> a thoughtful and sustained critical evaluation of the text including ideas, events, themes and settings <input type="checkbox"/> a skilful explanation of the effect/impact that the writer's methods have on the reader <input type="checkbox"/> the ability to support comments with persuasive and convincing textual references
Secure	Students demonstrate: <input type="checkbox"/> convincing interpretation of implicit and explicit information and ideas from one or more texts (inference) <input type="checkbox"/> the ability to select a range of precise quotations in order to support their interpretations <input type="checkbox"/> the ability to clearly understand and synthesise information from within and between texts	Students demonstrate: <input type="checkbox"/> a detailed analysis of how writers use language to achieve effects and influence the reader <input type="checkbox"/> precise choice of textual references which are explored in detail <input type="checkbox"/> well-chosen use of subject terminology to develop their analysis	Students demonstrate: <input type="checkbox"/> a detailed analysis of how writers use structure to achieve effects and influence the reader (including sentence types where relevant) <input type="checkbox"/> precise choice of structural devices which are explored in detail using precise terminology to develop and support their analysis	Students demonstrate: <input type="checkbox"/> a detailed comparison of how writers' ideas and perspectives are conveyed <input type="checkbox"/> a selection of precise and convincing quotations <input type="checkbox"/> a thorough and convincing analysis of theme, language and/or structure across the texts	Students demonstrate: <input type="checkbox"/> detailed and analytical evaluation of the text including ideas, events, themes and settings <input type="checkbox"/> a convincing critique of the effect/impact that the writer's methods have on the reader <input type="checkbox"/> the ability to support comments with precise choice of quotations

	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> confident identification of both implicit and explicit information and ideas from one or more texts (inference) <input type="checkbox"/> balanced and well-chosen evidence supports points effectively <input type="checkbox"/> confident understanding of the connections between texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear and controlled analysis of how writers use language to achieve effects and influence the reader <input type="checkbox"/> the ability to select and explore well-chosen textual references in detail <input type="checkbox"/> controlled use of subject terminology is used to support and develop analysis 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear and controlled analysis of how writers use structure to achieve effects <input type="checkbox"/> the ability to select and explore structural devices in detail using relevant subject terminology to develop and support analysis 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear and controlled comparison of how writers' ideas and perspectives are conveyed <input type="checkbox"/> a balanced selection of well-chosen quotations <input type="checkbox"/> a confident analysis of theme, language and/or structure across the texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear and controlled analysis of the success of the text including ideas, events, themes and settings <input type="checkbox"/> a clear analysis of the effect/impact that the writer's methods have on the reader <input type="checkbox"/> the ability to support comments by using appropriate and well-chosen quotations
Developing	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear evidence of the selection of implicit and explicit information and ideas from one or more texts (inference) <input type="checkbox"/> the ability to select appropriate evidence from one or more texts that supports their points (although may be imbalanced) <input type="checkbox"/> a clear understanding of the connections between texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear explanation of how writers use language to achieve effects and influence the writer <input type="checkbox"/> the selection of textual references is appropriate and effects are explained <input type="checkbox"/> consistent and relevant use of subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear explanation of how writers use structure to achieve effects <input type="checkbox"/> the selection of structural devices is appropriate and effects are explained using relevant subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear comparison of how writers' ideas and perspectives are conveyed <input type="checkbox"/> the selection of some appropriate quotations/references from both texts. <input type="checkbox"/> clear and appropriate explanation in response to theme, language and/or structure across the texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear evaluative comments of the ideas, events, themes and settings in the text <input type="checkbox"/> clear explanation of the impact of the writer's methods on the reader <input type="checkbox"/> the ability to offer quotations from the text to support and explain their comments
	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the selection of explicit information and ideas from one or more texts <input type="checkbox"/> the ability to select relevant evidence from one or more texts although not always supporting their points (may still copy) <input type="checkbox"/> a straightforward awareness of the connections between texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> straightforward comment on how writers use language to achieve influence the reader and create effects. <input type="checkbox"/> identifies textual references, but may not explain effects. <input type="checkbox"/> limited and basic use of subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> straightforward comment on how writers use structure to achieve particular effects. <input type="checkbox"/> identification of structural devices, but may not explain effects. <input type="checkbox"/> simple use of subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a response which identifies obvious points of comparison between writers' ideas and perspectives <input type="checkbox"/> straightforward quotations/references (from one or both texts) <input type="checkbox"/> some straightforward comments in response to theme, language and/or structure (in one or both texts) 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> straightforward comments on ideas, events, themes or settings (often opinion) <input type="checkbox"/> some attempt to comment on the writer's methods and the impact on the reader. <input type="checkbox"/> the selection of some textual references which occasionally support views and comments.
Foundation	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the simple selection of obvious information and ideas from one or more texts <input type="checkbox"/> the ability to select obvious evidence from one or more texts (some tendency to copy from the text) <input type="checkbox"/> a simple awareness of the connections between texts 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> simple awareness of how writers use language to influence the reader and create effect(s) <input type="checkbox"/> some - if limited - identification of words/phrases used by the writer <input type="checkbox"/> little or no use of subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> simple awareness of how structure is used to create effects. <input type="checkbox"/> limited references to structural devices <input type="checkbox"/> little or no use of subject terminology 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a response which makes simple comparison between writers' ideas and perspectives (although this may be unbalanced) <input type="checkbox"/> simple quotations/references which are not always relevant (from one or both texts) <input type="checkbox"/> some simple comments in response to theme, language and/or structure (in one or both texts) 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> simple understanding of the text: often description of ideas, themes, events or settings <input type="checkbox"/> limited mention of the writer's methods <input type="checkbox"/> simple textual reference (often copied or paraphrased)