

## English Reading (Year 8)

	<i>Initial – a student who is still initial will be able to partially meet some of the following with support:</i>	<i>Emerging – a student whose understanding is still emerging will be able to:</i>	<i>Developing – a student who is developing their Y8 Reading skills will be able to:</i>	<i>Secure – a student who is secure in the skills in the Y8 Reading curriculum will be able to:</i>	<i>Advanced – a student whose understanding is advanced will be able to do some of the following:</i>	<i>Mastered – a student who has mastered their understanding will be able to do all of the following consistently:</i>
<b>Knowledge and interpretation, supported with textual references</b>	<p>I can show some good understanding of the ideas in the text.</p> <p>I can make inferences that are correct (but sometimes repeat the story).</p> <p>I can use references and/or evidence from the text.</p>	<p>I can show a clear understanding of ideas within a set text.</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 purposefully chosen evidence from the text.</p>	<p>I can show a thoughtful understanding of what is being read.</p> <p>I can develop a focused and confident interpretation of the text.</p> <p>I can embed carefully chosen evidence from different parts of the text.</p>		
<b>Analysis of language and structure</b>	<p>I can make comments about the writer’s language choices.</p> <p>I can comment on the features used to organise the text.</p> <p>I am beginning to use subject terminology to support my ideas.</p>	<p>I can identify and explain how techniques are used and how the writer’s language choices contribute to the overall effect.</p> <p>I can comment on the role of structural choices in helping to shape meaning.</p> <p>I consistently use subject terminology.</p>	<p>I can clearly explain how techniques are used by the writer to create specific effects.</p> <p>I can clearly explain how the writer's choices contribute to the overall effect of the text.</p> <p>I can consider possible alternative interpretations of meaning.</p>	<p>I can confidently analyse how the writer's specific choices contribute to the overall effect of the text.</p> <p>I can confidently analyse how structural choices support the writer’s themes or purposes.</p> <p>I can confidently consider alternative interpretations and explain how these are implied.</p>		
<b>Writer’s purpose and viewpoint</b>	<p>I can make comments on the main purpose of the text.</p> <p>I can make comments which show awareness of the writer’s viewpoint.</p> <p>I can comment on the overall effect on the reader.</p>	<p>I can explain the main purpose, giving a general overview of the text.</p> <p>I can clearly explain the viewpoint in a 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 confidently analyse how particular techniques help to achieve the effects they do on the reader.</p>		

<b>Context</b>	I can identify possible contextual influences and am starting to link these to the text.	I can comment on how the contexts in which texts are written and read contribute to meaning.	I can clearly explain how the specific contexts in which texts are written and read contribute to meaning.	I can analyse the impact of context on how a text is written and is read, and make secure links between contexts and the text.
<b>CHALLENGE: Comparison</b>	I can identify basic similarities and differences when comparing texts.	I can comment on specific similarities and differences when comparing texts. I am beginning to consider why these might be important when reading texts.	I can explain similarities and differences when comparing texts. I can consider why similarities and differences between texts might be important when evaluating texts.	I can analyse the similarities and differences when comparing texts. I can explain what similarities and differences between texts reveal about meaning. I am beginning to consider how these similarities and differences relate to contextual influences.