

Assessment Focuses for English (Reading)

	AF 1 – To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF 2 – To deduce, infer or interpret information, events or ideas from texts	AF 3 – To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF 4 – To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF 5 – To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF 6 – To relate texts to their social, cultural and historical traditions
8	- The student can read with a clear critical opinion which helps me to develop a coherent interpretation of text(s) by drawing on imaginative insights which are well supported by reference to wider textual knowledge.	- The student has a clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.	- The student has a clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning	The student's responses to the overall effect of the text shows my clear understanding and critical evaluation of the writer's purposes and viewpoints and how these are articulated throughout the text.	The student can make sustained critical analysis/evaluation of the text(s) which shows appreciation of how it relates to context(s) and tradition(s) and my analysis explores the meanings produced.	The student can sustain a critical analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it.
7	- The student can read and carefully select the right words and phrases in a text to support the point I want to make about it. - The student is learning to draw on knowledge of other sources to develop or clinch an argument when discussing a point I want to make about a text.	- The student's comments begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence.	- The student can evaluate the extent to which structural choices support the writer's theme or purpose, eg. using plots and sub-plots. - The student has some appreciation of a writer's skill when he/she uses a range of features to organise the writing at text level, like when a writer uses flashbacks.	- The student's comments begin to develop precise, perceptive analysis of how language is used, e.g. showing how language use reflects a character's changing emotional state. - The student has some appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the greater effectiveness of imagery in poem A than poem B.	- The student's responses begin to develop some analytical or evaluative comment on writer's purpose. - The student begins to develop some analytical or evaluative comment on how viewpoint is established or managed across a text. - The student begins to develop an appreciation of how particular techniques and devices achieve the effects they do.	- The student's responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a contemporary text show influence of earlier examples of that genre. - The student can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.
6	- The student can identify relevant points clearly, including summarising and synthesizing information from different sources or different places in the same text. - The student can comment on texts incorporating apt textual reference and quotation to support my main ideas or argument.	- The student's comments are securely based in textual evidence and they can identify different layers of meaning, with some attempt to explore these meanings in detail. - The student's comments consider wider implications of information, events or ideas in the text so they can explain how small details in a text contribute to the overall meaning.	- The student can make points by exploring in some detail how structural choices support the writer's theme or purpose. - The student can comment on how a range of features relating to organisation at text level contribute to the effects achieved, like building up to a surprising ending or changing perspectives in the text.	- The student can give some detailed explanation, with appropriate terminology, of how language is used, e.g. identifying and commenting on patterns or structure in the use of language. - The student sometimes draws together comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'.	- The student's evidence for identifying the main purpose of a text is precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'. - The student can clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text. - The student can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.	- The student can show some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. - The student can make some detailed discussion of how the contexts in which texts are written and read affect meaning.
5	- The student can identify most relevant points clearly, including those selected from different places in the text. - The student can make comments and generally support them using relevant quotation, even though sometimes my points are not always accurate.	- The student's comments develop an explanation of inferred meanings drawing on evidence across the text. The student can read between the lines. - The student's comments make inferences and deductions based on textual evidence.	- The student can comment on structural choices, showing some general awareness of the writer's craft. - The student can identify various features relating to organisation at text level, including form, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd'.	- The student can identify various features of a writer's use of language, with some explanation, e.g. 'when it gets to the climax they speak in quick, short sentences which makes it more tense'. - The student's comments show some awareness of the effect of the writer's language choices, e.g. "inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.	- The student can identify the main purpose of a text, often through a general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree'. - The student can identify the viewpoint in texts, with some, often limited, explanation - The student has a general awareness of the effect on the reader, with some, often limited, explanation.	- The student's comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports. - The student can give some explanation of how the contexts in which texts are written contribute to meaning, e.g. how a novel relates to when/where it was written.

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4	<ul style="list-style-type: none"> - The student can identify some relevant points. - The student's comments are supported by some generally relevant quotation or references to a text but 'sometimes points are a bit vague.' 	<ul style="list-style-type: none"> - The student's comments make inferences (like best guesses) based on evidence from different points in the text. - The student inferences are often correct, even if they don't always pick the best words and phrases from the text to make my point. 	<ul style="list-style-type: none"> - The student can identify some structural choices with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'. - The student can identify some basic features of organisation at text level, e.g. 'the writer uses bullet points for the main reasons'. 	<ul style="list-style-type: none"> - The student can identify some basic features of a writer's use of language, e.g. 'all the questions make you want to find out what happens next'. - The student can make simple comments on the writer's choices, e.g. 'disgraceful' is a good word to use to show he is upset'. 	<ul style="list-style-type: none"> - The student can identify the main purpose of a text, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'. - The student can make comments which show some awareness of the writer's viewpoint. - The student can make a simple comment on the overall effect of the text on the reader. 	<ul style="list-style-type: none"> - The student can identify different features common to different texts or versions of the same text and make simple comments about them, e.g. characters, settings, presentational features. - The student can make simple comments on the effect that the reader's or writer's context has on the meaning of texts.
3	<ul style="list-style-type: none"> - The student can identify the simple, most obvious points although I sometimes get confused if points are made in different places in a text. - The student can make some comments that include quotations and references to a text, even if they are not always relevant 	<ul style="list-style-type: none"> - The student can identify the simple, most obvious points though there may also be some misunderstanding. - The student can make some comments that include quotations from the text. 	<ul style="list-style-type: none"> - The student can make straightforward inferences (best guesses) based on a single word or phrase in the text, e.g. 'he was upset because it says, "he was crying"'. - My points about a text show I have a straightforward understanding of it. 	<ul style="list-style-type: none"> - The student can identify a few basic features of a writer's use of language, but I need to explain why the words are used, e.g. 'there are lots of adjectives'. 	<ul style="list-style-type: none"> - The students' comments identify the main purpose of the text, e.g. 'the writer doesn't like violence'. - The student can give my personal opinion about the content of the writing, but I sometimes forget to say what the writer thinks. 	<ul style="list-style-type: none"> - The student can make some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters. - The student can recognize some ideas about when the text was set or whether the text is similar or different to my life.
2	<ul style="list-style-type: none"> - The student can recall some specific, straightforward information and I have a generally clear idea of where to look for information. 	<ul style="list-style-type: none"> - The student can recall some specific, straightforward information. - the student has a generally clear idea of where to look for information. 	<ul style="list-style-type: none"> - The student can make simple, plausible best guesses about events and information in a text. - The student can make some comments about words and phrases in a text, even if I sometimes misunderstand them. 	<ul style="list-style-type: none"> - The student can pick out some good words, e.g. 'slimy' is a good word there. - The student can sometimes recognise patterns of words, e.g. once upon a time; first, next, last. 	<ul style="list-style-type: none"> - The student can tell what the text is trying to say: e.g. 'it tells you how to do something'. - The student can say what they like or dislike about what they're reading and can sometimes give reasons. 	<ul style="list-style-type: none"> - The student can tell you if a text is based on fact or fiction and what kind of text it is. - The student can sometimes tell that a book is set in a different time or place.