ENGLISH – READING Performance Descriptors

	Reading for Meaning and Inference:	Reading for Evaluation	Language and Whole Texts
YEAR 9 41 40 39 (38)	• Responses to texts are confident and increasingly developed, focusing on the implication and intention of specific choices.	• Uses increasing precision in selection of textual reference to back up the point being made- e.g. close reference at word level or a deft selection from a longer piece. • Contextual factors are explored in greater depth (e.g. considering why and how the reader's likely response differs from that which the writer may have intended). • Responses produced show how a text is influenced by other texts- of the same period- or previous periods.	• Comments on texts develop an interpretation of the text and weigh up evidence from different texts or points in the text. • Comments show a precise and perceptive analysis of how language is used.
YEAR 8 38 37 36 (35)	• Ideas and interpretations are supported with a summary of ideas and carefully chosen details from the text. • Discusses independent reading and analyses texts using the correct grammatical terminology. • Understands and explores the different layers of meaning in a text.	• Clear analysis of the writer's likely purpose and intention and how it is achieved. • Shows awareness of the writer's uses of fact and opinion to manipulate the reader's responses (e.g. only selecting evidence to back up one side of an argument) • An awareness of the purpose, audience and historical context of the writing and draw on this knowledge to support comprehension. • Clearly identifies the effect of a piece of writing on the reader with explicit explanation as to how the effect has been achieved. • Explanation of how particular techniques and devices achieve the effects they do – e.g. persuasive techniques, monologues in drama to create sympathy for a character despite their actions.	• Analysis suggests an awareness of the impact of whole text structure, organisation of ideas, and structural patterns on the writer's intention. • Evidence is weighed up and opinions are used from a range of texts to support conclusions. Textual references and quotations are used. • Understands complex vocabulary and difficult grammatical constructs in text from different eras. • Explains how language, including figurative language, grammatical structure and organisational features, create meaning.

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YEAR 7 35 34 33 (32)	• Beginning to consider layers of meaning in a text. • Comments on themes within a text. • Reads aloud easily and fluently with good expression and understanding. • Inferences are made about the feelings and motivations of characters in a text. • Information can be retrieved from complex fiction and non-fiction texts and this information is used effectively. • Summarises ideas across a whole text and between texts.	• Clearly identifies the writer's likely overall intention and expresses a personal response to it. • Some analysis of how different contexts of writing and reading can create different meanings or interpretations (e.g. changing attitudes to race or gender). • Understands how text structure creates meaning and comments on why a writer has presented the information this way. • A range of poetic conventions is understood. • Comments maturely on the use of bias in writing.	• Reads a wide range of books in their own time. • Textual references and quotations are used to make and support an argument. • Understands setting, plot and characterisation and how a writer uses these effectively. • Understands how language and vocabulary choice creates meaning and comments on why a writer has made these choices.
YEAR 6 32 31 30 (29)	• Use knowledge of spelling patterns to read aloud confidently including new words. • Summarises ideas across a whole text. • Sensible predictions are made about what might happen next in a text and evidence is used to explain how these conclusions have been made. • Inferences are made and these are backed up with evidence from the text.	• Develops comparisons between texts and their impact on the reader- at word and whole text level. • Comparisons are made between a text and how it links with other texts from that time, place or genre. • Detailed comparisons are made between different sections of a text. • Grammatical terminology is used effectively to describe how an author has structured a text.	• Focuses closely on the writer's word choices with explicit reference to inferred meanings. • Read a wide range of books for enjoyment. • The effect of particular words on the reader can be explained and why these words have been chosen by the writer. • Information can be retrieved from complex fiction and non-fiction texts even when not directed to the correct section by the question. • Explains how the organisation and presentation of a text add to the meaning.

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YEAR 5 29 28 27 (26)	• A range of strategies is used to decode words and read aloud fluently. • Expectations about a text's form and purpose are made before reading using prior knowledge of genre and other strategies. • A range of key points can be identified across a text and summarised. • Inferences and deductions are made based on events and facts in the text. Specific vocabulary choices are commented on. • The meaning of words can be explained in different contexts.	• The writer's overall intention can be identified (e.g. to persuade, discuss, entertain). • The use of fact and opinion is recognised and can be commented on. • The impact of writer's choices is understood. • Grammatical terminology can be used in reference to their reading (e.g. 'she used the verb 'writhed' to show…') • Ideas are supported with relevant evidence from the text. • Connections are made between texts and how they link with other texts from that genre or time. • A broad awareness of how different contexts impact on writers; for example, where or when the book was written.	• The broader organisational choices of the writer can be commented on and their impact on the reader; for example, suggesting the writer has withheld information to create a twist at the end. • A wide range of books is read for pleasure. • Comments on the writer's choices and their effect are developed; for example, identifying emotive language. • I can make comparisons between different sections of a text,
YEAR 4 26 25 24 (23)	• A range of strategies is used to decode words. • Lower KS2 literature can be read aloud. • The majority of key points are identified and understood in a text and information can be drawn from different points in a simple text to answer a specific question. • Expectations are made of a text by making connections with other texts (e.g. what to expect in a fairy-tale). • Inferences and deductions are beginning to be made; for example, by making judgements about a character from their dialogue or actions.	• The writer's likely overall intention and audience can be identified; for example, recognising an advert is supposed to persuade. • Fact or opinion can be recognised. • Ideas are supported with some limited evidence from a simple text.	• Some of the writer's most obvious organisational choices can be identified; for example, subtitles, bullet points. • Paragraphs are identified and there is some understanding of why the writer has grouped their ideas in that way.