

Expert Readers

Year 7	Year 8	Year 9	Assessment Grade	Inference (R1)	Making Connections (R2)	Supporting Interpretations (R3)	Making reasoned assumptions (R4)	Exploring context (R5)
Expert			6	Convincing inferences made that incorporate outside knowledge (hinterland)/ knowledge of the text as a whole.	<ul style="list-style-type: none"> - Convincingly unpicks how minute details/ quotations within the text support larger ideas, themes and messages. - Convincingly unpicks a wide range of comparisons, honing specific similarities and differences between texts. 	Apt and discriminating evidence used to explore layers of meaning.	Offers an convincing personal response that confidently synthesises information from across the text(s).	Convincing exploration of the relationship between text and context is integrated into the response.
			5	A range of inferences are developed throughout, honing in on how the quotation specifically creates meaning	<ul style="list-style-type: none"> - Explore how evidences connects to support larger ideas, themes and messages within a text. - Explores a range of comparisons, exploring how similarities and differences are created between texts. 	Precise and thoughtful selection of evidence to fully support interpretation	Offers a sustained and thoughtful personal response to the text that explores a wide range of themes and ideas from across the text(s).	Sustains exploration of context with detailed awareness of links between text and context.
Expert	Sustained	Developed	4	Inferences are developed in appropriate depth- though not consistent.	<ul style="list-style-type: none"> - Tracks the progression of ideas within a text, selecting evidence to support. - Tracks similarities and differences between texts, clearly explaining how evidence supports comparisons. 	Appropriate selection of evidence used to support interpretations being made.	Offers a developed and informed personal response to the text, considering a range of themes and ideas from across the text(s).	Developed and informed explanation of the links between text and context.
Sustained	Developed	Confident	3	Inferences are explained (uses basic PEE) showing a clear understanding of explicit and implicit information.	<ul style="list-style-type: none"> - Attempts to track the progression of ideas within a text- though not sustained. - Explains more obvious reasons for similarities and differences between the texts 	Appropriate evidence is selected- though explanation is not always consistently developed.	Offers an relevant personal response that is related to the themes and ideas of the text- though not consistently.	Attempts to make links between the text and context, though not consistently developed.

Developed	Confident	Clear	2	Will make inferences based on more than one part of the text (e.g. 'he was sad... but he was happier when...')	Explains how ideas develop/ change within a text (e.g. <i>At the start Mary was friendly, but after being bullied she became nasty</i>)	Consistently uses appropriate quotations to support points being made	Writes in a clear analytical structure with an underdeveloped personal response.	Explains context clearly, though without specific reference to the text.
Confident	Clear	Developing	1	Makes obvious inferences that are appropriate to the text.	- Identifies obvious connections with reference to the text (e.g. <i>'Mary is friendlier than Jack because she offers to help Susan'</i>) - Attempts to make obvious comparisons between texts with uneven references to the text.	Will select evidence from the text, though may not fully support the point being made.	Attempts to write in an analytical structure with an underdeveloped personal response.	Makes reference to obvious aspects of context that are appropriate to the text.
Clear	Developing	Emerging	0.75	Makes basic inferences with appropriate reference to the text (e.g. <i>'we can tell he is upset because he is crying'</i>). Interprets basic information correctly.	- Makes obvious statements of connection with limited reference to the text. (e.g. <i>Mary is friendlier than Jack</i>) - Attempts to refer to both texts with limited references to the texts.	Beginning to select evidence from the text with limited development.	Offers a basic personal response on the text with appropriate points and references to the text.	Begins to reference to obvious aspects of context that are sometimes appropriate to the text.
Developing	Emerging		0.5	Can identify explicit information from a text	- Makes limited connections to the text. (Mary is friendly, Jack is mean). - References at least one of the texts.	Offers generalised examples from the text.	Some elements of a personal response with some reference to the text.	Limited reference to context.
Emerging	Emerging		0.25	Beginning to identify explicit information.	- Beginning to make limited connections to the text. (Mary is friendly) - Limited references are made to the text. -	Can demonstrate an understanding of an aspect of the text.	Limited personal response that largely narrates the text.	Can understand that the text exists in a context.
Pre-Level	Pre-Level	Pre-Level	P	Lack of evidence to support- ongoing assessment of need required				