

	MEA 8-9	PERCEPTIVE AND DETAILED, CONVINCING AND ANALYTICAL	MEA6-7	CLEAR AND RELEVANT, THOUGHTFUL AND DEVELOPED	MEA 4-5	SOME UNDERSTANDING, EXPLAINED, STRUCTURED COMMENTS	MEA 1-3	SIMPLE UNDERSTANDING, RELEVANT COMMENTS, SOME AWARENESS			
Year 9	<ul style="list-style-type: none"> Detailed and sophisticated understanding of texts, can interpret layers of meaning increasingly independently Able to range around the text and make subtle selections Can evaluate writers' methods and effects making insightful, analytical comments using a critical vocabulary Can infer subtexts independently and make incisive comments about writers' ideas, purposes and attitudes Comparisons are perceptive and well-developed Detailed understanding of relevant contexts Can give an overview of the effect on the reader 		<ul style="list-style-type: none"> Becoming analytical and begins to explore a wide range of texts Embedding quotations and selections are increasingly precise Analyses methods and effects and uses terminology fluently Perceptive understanding of writers' ideas, purposes and attitudes Comparisons are detailed Developed understanding of context 		<ul style="list-style-type: none"> Relevant responses Makes confident selections and can explain interpretations Can identify writers' methods and can use terminology with some understanding Shows an understanding of texts and writers' ideas, purposes and attitudes Can make some developed comparisons Can link to context Interpretation is focused on the text rather than personal speculation 		<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation 		<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation 	<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation 	<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation
Year 8	<ul style="list-style-type: none"> Becoming analytical and begins to explore a wide range of texts Embedding quotations and selections are increasingly precise Analyses methods and effects and uses terminology fluently Perceptive understanding of writers' ideas, purposes and attitudes Comparisons are detailed Developed understanding of context 		<ul style="list-style-type: none"> Relevant and perceptive responses Makes confident selections and can explain interpretations Can identify writers' methods and can use terminology with understanding Shows a detailed understanding of texts and writers' ideas, purposes and attitudes Can make developed comparisons Can link to context Interpretation is sharply focused on the text rather than personal speculation 		<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation 		<ul style="list-style-type: none"> Straightforward interpretations Can select valid evidence Can recognise some methods used by writers Can comment on some ideas Can make simple links Beginning to recognise context 		<ul style="list-style-type: none"> Straightforward interpretations Can select valid evidence Can recognise some methods used by writers Can comment on some ideas Can make simple links Beginning to recognise context 	<ul style="list-style-type: none"> Straightforward interpretations – can struggle with many texts Can pick out some evidence with support Shows some awareness of writers' methods Shows some awareness of ideas and attitudes Can recognise very simple links Shows awareness of context 	<ul style="list-style-type: none"> Straightforward interpretations – can struggle with many texts Can pick out some evidence with support Shows some awareness of writers' methods Shows some awareness of ideas and attitudes Can recognise very simple links Shows awareness of context
Year 7	<ul style="list-style-type: none"> Relevant and perceptive responses Makes confident selections and can explain interpretations Can identify writers' methods and main purposes and can use terminology with understanding Shows a detailed understanding of texts and writers' ideas and attitudes Can make developed comparisons Can link to context Interpretation is sharply focused on the text rather than personal speculation 		<ul style="list-style-type: none"> Relevant responses which are sometimes developed Makes valid selections and can make straightforward explanations Can identify some writers' methods Understands some authorial ideas and attitudes Can make straightforward links Can understand relevant contexts Beginning to focus comments on the text rather than personal speculation 		<ul style="list-style-type: none"> Straightforward interpretations Can select valid evidence Can recognise some methods used by writers Can comment on some ideas Can make simple links Beginning to recognise context 		<ul style="list-style-type: none"> Straightforward interpretations Can select valid evidence Can recognise some methods used by writers Can comment on some ideas Can make simple links Beginning to recognise context 		<ul style="list-style-type: none"> Straightforward interpretations Can select valid evidence Can recognise some methods used by writers Can comment on some ideas Can make simple links Beginning to recognise context 	<ul style="list-style-type: none"> Straightforward interpretations – can struggle with many texts Can pick out some evidence with support Shows some awareness of writers' methods Shows some awareness of ideas and attitudes Can recognise very simple links Shows awareness of context 	<ul style="list-style-type: none"> Straightforward interpretations – can struggle with many texts Can pick out some evidence with support Shows some awareness of writers' methods Shows some awareness of ideas and attitudes Can recognise very simple links Shows awareness of context

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