

English Key Stage 3 Reading Assessment Criteria

	Year 7	Year 8
<u>“Exceeding”</u> Evaluating Judging Hypothesising Creating	✓ I can summarise ideas from across texts and <u>confidently infer layers of meaning</u>. ✓ I can <u>confidently analyse language</u>, using subject terminology, and comment on how structural devices support the writer’s ideas. ✓ I can <u>confidently compare</u> how writers’ ideas and viewpoints are shown across texts to <u>influence the reader</u>. ✓ I can <u>confidently compare</u> conventions of texts from different periods and cultures, <u>confidently analysing</u> the impact of context.	✓ I can summarise ideas from across texts, <u>inferring and evaluating complex layers of meaning</u>. ✓ I can provide a <u>perceptive analysis</u> of language, using subject terminology, and <u>evaluate</u> how structural devices convey the writer’s viewpoints. ✓ I can draw <u>sophisticated comparisons</u> across texts and <u>evaluate</u> how writers’ viewpoints influence the reader. ✓ I can provide <u>a sophisticated comparison</u> of texts from different periods and cultures, and <u>evaluate</u> the impact of context.
<u>“Securing”</u> Analysing Differentiating Organising Attributing	✓ I can support my comments about a text using <u>appropriate quotations</u> and <u>infer clear meanings</u>. ✓ I can <u>clearly identify language features and organisational features</u> of a text and <u>clearly and regularly</u> comment on why they have been used. ✓ I can <u>clearly identify</u> the main purposes and viewpoints in texts, and explain <u>the effect</u> they have on the reader. ✓ I can <u>compare texts</u>, and <u>clearly explain</u> how they are influenced by context.	✓ I can summarise ideas from across texts and <u>confidently infer layers of meaning</u>. ✓ I can <u>confidently analyse language</u>, using subject terminology, and comment on how structural devices support the writer’s ideas. ✓ I can <u>confidently compare</u> how writers’ ideas and viewpoints are shown across texts to <u>influence the reader</u>. ✓ I can <u>confidently compare</u> conventions of texts from different periods and cultures, <u>confidently analysing</u> the impact of context.
<u>“Achieving”</u> Applying Executing Inferring Implementing	✓ I can <u>identify key points</u> from texts; use suitable evidence from a text; and read between the lines. ✓ I can pick out <u>some</u> language features and organisational features and say <u>why they have been used</u>. ✓ I can show <u>some understanding</u> of writers’ feelings and ideas; say why the	✓ I can support my comments about a text using <u>appropriate quotations</u> and <u>infer clear meanings</u>. ✓ I can <u>clearly identify language features and organisational features</u> of a text and <u>clearly and regularly</u> comment on why they have been used. ✓ I can <u>clearly identify</u> the main purposes and viewpoints in texts, and

	text has been written; and make links to how the reader might feel. ✓ I can pick out <u>similarities and differences between two texts</u>, and explain how they are influenced by context.	explain <u>the effect</u> they have on the reader. ✓ I can <u>compare texts</u>, and <u>clearly explain</u> how they are influenced by context.
<u>“Developing”</u> Interpreting Classifying Summarising Explaining	✓ I can find <u>key information from a text</u> and I am <u>beginning to read between the lines</u>. ✓ I can pick out and <u>explain language features</u>, like adjectives, and I am <u>beginning</u> to understand how a text is structured. ✓ I can say <u>why a text has been written</u> and I am beginning to explain what the <u>reader might think</u>. ✓ I can <u>find some examples of similarities and differences</u> between two texts, and work out when texts were written.	✓ I can <u>identify key points</u> from texts; use suitable evidence from a text; and read between the lines. ✓ I can pick out <u>some</u> language features and organisational features and say <u>why they have been used</u>. ✓ I can show <u>some understanding</u> of writers’ feelings and ideas; say why the text has been written; and make links to how the reader might feel. I can pick out <u>similarities and differences between two texts</u>, and explain how they are influenced by context.
<u>“Emerging”</u> Remembering Recognising Recalling Describing	✓ I can find <u>basic information</u> in a text and <u>say what is happening</u>. ✓ I can pick out <u>interesting words</u> and talk about <u>how the text looks</u>. ✓ I can say <u>what I like about a text</u> and why, and <u>I know why it was written</u>. ✓ I can say whether a text is made up or not, and I can say if it is set in a different time or place.	✓ I can find <u>key information from a text</u> and I am <u>beginning to read between the lines</u>. ✓ I can pick out and <u>explain language features</u>, like adjectives, and I am <u>beginning</u> to understand how a text is structured. ✓ I can say <u>why a text has been written</u> and I am beginning to explain what the <u>reader might think</u>. ✓ I can <u>find some examples of similarities and differences</u> between two texts, and work out when texts were written.