**Reading Criteria 2016-17**

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| **Response to Text** | **Using Evidence / Comprehension** | **Analysis** | **Comparison** | **Context** |
| BEYOND | BEYOND | BEYOND | BEYOND | BEYOND |
| **Highly** confident overview ability, structuring of persuasive argument,  Consistent focus on the question  Consistently coherent response  Evaluative, **original approach that challenges accepted views.**  **Highly** perceptive understanding and **extensive** knowledge of the whole text | Quotes are **highly** confidently embedded into points  Able to make **original, synthesised links** between individual specific words and phrases  **Subtle** points are created through **consistently precise**, succinct references to the text/quotes  **Evidence is often used to challenge accepted views** | **Highly** confident, **consistently** evaluative, **original examination** of meaning, effects and impact created by the writer’s use of language, structure and form, and **impressive range of aptly identified** techniques, **with the ability to challenge accepted views.** | **Highly** confident, consistent, evaluative and **original** comparison and discussion of writers’ ideas, use of language, form and structure, **precise** terminology, and context.  All with a range of **specific** references to the texts.  **Illuminating and sustained** overview ability | **Highly** confident, consistent evaluation of impact of literary and historical context and its relation to specific elements of the text.  **Discussion that challenges accepted views**  Highly evaluative and **consistent focus** on audience reaction. |
| **Confident overview ability**, structuring of **persuasive** argument  Consistent focus on the question  Consistently coherent response  Evaluative approach  **Perceptive understanding** and **strong knowledge** **of the whole text** | Quotes are **confidently** embedded into points  Able to **purposefully link** individual specific words and phrases  **Perceptive points are created** through **pertinent**, succinct references to the text/quotes | **Confident, evaluative and precise** consideration of implicit meaning, effects **and impact** created by the writer’s use of language, structure and form and a wide range of appropriate techniques. | **Confident and consistent** comparison and discussion of writers’ ideas, use of language, form and structure, terminology, and context.  All with a range of **well chosen** reference to the texts.  **Thoughtful** overview ability | **Confident and consistent evaluation of impact** **of literary** and historical context and its relation to **specific elements** of the text.  **Evaluative approach** to audience reaction. |
| **Effectively** structured argument  **Consistent** focus on the question  **Highly** accurate and clear response  **Critical and** thoughtful  **engagement with** key aspects of the text | **Quotes are embedded** into points  **Able to select individual specific words and phrases**  **Insightful points are supported with thoughtfully chosen succinct** references to the text/quotes | **Developed. Tentative style.** **Thoughtful and accurate consideration** of the meaning and effects created by the writer’s use of language, structure and form and **wide range** of appropriate techniques. | **Highly secure** and thoughtful comparison and discussion of writers’ ideas, use of language, form and structure, terminology and context.  All with **a fair range of** appropriate reference to the texts.  **Coherent overview ability** | **Highly secure and thoughtful discussion** of impact of historical context and its relation to the text.  **Highly thoughtful** focus on audience reaction. |
| **Mostly well structured** argument  **Mostly focused** on the question  **Mostly accurate** and clear response  **Mostly thoughtful** approach and **mostly secure understanding of key aspects** of the text | **Relevant** points are supported with **mostly well chosen direct** references to the text/quotes | **Becoming developed. Mostly Secure** understanding of the meaning **and effects** created by the writer’s use of some aspects of language, structure **and form and some techniques** | **Mostly focused, thoughtful and valid** comparison and discussion of writers’ ideas, including **some reference to language, form and structure and terminology.**  **Appropriate** references to the texts | **Mostly thoughtful and accurate consideration** of historical context and its relation to the text.  **Some understanding** of how different audiences might react. |
| Straightforward structure  **Generally understands and focuses** on the question  **Generally clear** response  Straightforward approach with **general understanding** of key aspects of the text | **Mostly relevant points, generally supported** with **appropriate** references to the text/quotes | **Straightforward approach -General understanding** and explanation of meaning created by the writer’s use of **some aspects of language and structure** and might identify techniques **usually accurately** | **Straightforward** comparison of writers’ ideas, including **some reference to language**.  Some brief direct references to the texts | Straightforward comments about **historical context** and its relation to the text.  **Generally understands** how different audiences might react. |
| **Straightforward** structure  **Some awareness of the needs** of the question  **Sometimes clear** response  Straightforward approach with **some awareness** of key aspects of the text | **Establishes main points** and **sometimes supports with direct reference** to the text/quotes | **Simple approach to explaining meaning**.  **Some awareness of the writer’s use of language and might identify techniques but not always accurately** | **Basic, obvious** comparison of writers’ ideas.  **Some brief direct references** to the texts. | **Straightforward** reference to **some aspects of context** and their relation to the text.  **Some awareness** **of how an audience might react.** |
| Basic structure  Limited focus on the question  Limited coherence  Basic approach with basic awareness of some key aspects of the text | Occasionally supports generalised points with basic, general reference to the text/occasional quotes | Limited, generalised, basic approach to identifying meaning | Limited comparisons between writers’ ideas.  Occasional reference to the texts | Limited, basic generalised links between texts and context |
| BELOW | BELOW | BELOW | BELOW | BELOW |