

	READING SKILLS					WRITING SKILLS		
STAGES	R1 Identify and interpret information.	R2 Analyse language, form and structure.	R3 Identify and comment on writers' purposes and viewpoints.	R4 Show an understanding of the relationships between texts and the contexts in which they are written.	R5 Compare writers' ideas and perspectives, as well as how these are conveyed across texts.	W1 Communicate clearly, effectively and imaginatively.	W2 Organise information and ideas.	W3 Use a range of sentences, with accurate spelling and punctuation.
MASTER	- I can form a thoughtful and developed explanation of explicit and implicit meanings with some perceptive ideas. - I can use a well-judged range of textual references and direct quotations throughout my response.	- I can analyse a well-judged range of aspects of language/structure/form with some perceptive understanding of the effects. - I can use subject terminology effectively with some sophisticated terms relating to writers' methods.	- I can show a detailed and sometimes perceptive understanding of different viewpoints and purposes, including explicit and implicit ideas. - I can analyse how writers' methods are used to achieve their purpose and present their viewpoint.	I can demonstrate thoughtful consideration of how the themes/context of a text might affect meaning.	I can make some perceptive analysis and comparison of ideas/perspectives/writers' methods with thoughtful, supported and developed explanation.	<i>At the top of the Master band, students might match their writing convincingly to purpose and audience, using extensive vocabulary and conscious crafting of linguistic devices.</i> - I can consistently and effectively match my writing to audience and purpose. - I can use sophisticated vocabulary and a range of successful linguistic devices which are deliberately crafted for effect.	<i>At the top of the Master band, students might use varied and effective structural features. Writing might be highly engaging with a range of complex ideas.</i> - I can use some more inventive structural features for effect. - I can write in a manner that is engaging, using a range of clear, connected ideas that are structured using coherent paragraphs.	<i>At the top of the Master band, students might show consistently secure and accurate use of the criteria below, ensuring that writing is sophisticatedly used to impact their audience.</i> - I can use sentence demarcation which is consistently secure and mostly accurate. - I can use a wide range of accurate punctuation for effect. - I can use a full range of sentence forms for effect. - I can use Standard English and grammar effectively and with confidence. - I can show accuracy in spelling of extensive and sometimes ambitious vocabulary.
EXPERT	- I can clearly explain explicit and implicit meanings consistently. - I can use clear and relevant textual references and direct quotations effectively to support my explanations.	- I can clearly explain aspects of language/structure/form, developing a clear explanation of the effects. - I can use well-selected and accurate subject terminology relating to writers' methods.	- I can show a detailed and clear understanding of different viewpoints and purposes, including explicit and implicit ideas. - I can clearly explain how writers' methods are used to achieve their purpose and present their viewpoint.	I can offer a detailed and clear explanation of how the themes/context of a text might affect meaning.	I can make clear comparisons of ideas/perspectives/writers' methods with detailed and supported explanation.	- I can consistently match my writing to audience and purpose - I can use appropriate vocabulary and linguistic devices which are clearly chosen for effect.	- I can use a range of varied structural features for effect. - I can write in an engaging manner, with a range of connected ideas, structured using usually coherent paragraphs.	- I can use sentence demarcation which is mostly secure and mostly accurate. - I can use a range of punctuation, mostly with success. - I can use a variety of sentence forms for effect. - I can use Standard English and grammar appropriately with some confidence. - I can use generally accurate spelling of complex and irregular vocabulary.
PROFICIENT	- I can develop a clear explanation of explicit and implicit meanings. - I can use clear and relevant textual references and direct quotations to support my explanations.	- I can develop a clear explanation of language/structure/form, with some clear explanation of the effect. - I am beginning to use well-selected and accurate subject terminology relating to writers' methods.	- I can develop a clear explanation of different viewpoints and purposes, including explicit and implicit ideas. - I am beginning to clearly explain how writers' methods are used to achieve their purpose and present their viewpoint.	I can develop a clear explanation of how the themes/context of a text might affect meaning.	I am beginning to make clear comparisons between ideas/perspectives/writers' methods with some clear supported explanation.	- I can generally match my writing to text type, audience and purpose. - I can consciously use vocabulary and linguistic devices that are appropriate for text type, audience and purpose.	- I am beginning to use paragraphs and other structural devices for effect. - My ideas are fully relevant and linked using a range of cohesive devices throughout.	- I can use sentence demarcation which is mostly secure and mostly accurate, although I might occasionally lose this accuracy. - I can attempt a range of punctuation with some success. - I can use a variety of sentence forms with increasing accuracy. - I can mostly use Standard English with control of grammar. - I can attempt to spell complex and irregular vocabulary.
COMPETENT	- I attempt to explain explicit meanings in detail and attempt to explain some implicit meanings. - I can support my explanations with some appropriate references to the text.	- I can explain appropriate aspects of language/structure/form with some detailed explanation of the effect. - I can use appropriate subject terminology relating to writers' methods.	- I can explain different viewpoints and purposes, including explicit and implicit ideas. - I am beginning to explain how writers' methods are used to achieve their purpose and present their viewpoint.	I can explain how the themes/context of a text might affect meaning.	I am beginning to make some comparisons between ideas/perspectives/writers' methods with some supported comments.	- I can make a sustained attempt to match my writing to purpose and audience. - I can vary my vocabulary and use linguistic devices that are suitable for text type, audience and purpose.	- I can use paragraphs and other structural devices appropriately. - My ideas are relevant and linked using a range of connectives and additional cohesive devices.	- I can use sentence demarcation which is mostly secure and sometimes accurate. - I can show some control of a range of punctuation. - I can use a variety of sentence forms. - I can mostly use Standard English and control of grammar, although there might be some errors. - I can show some accuracy in the spelling of complex words.
SECURE	- I can show an understanding of most explicit meanings by developing comments. - I can support my comments with some references to the text.	- I can make some comments on language/structure/form and offer developed comments on effects. - I can make use of some appropriate subject terminology relating to writers' methods.	- I can show an understanding of explicit viewpoints and purposes and show some awareness of implicit ideas. - I can make some developed comments on how writers' methods are used to achieve their purpose and present their viewpoint.	I can make comments about how the themes/context of a text might affect meaning.	I can make comments and cross-references between ideas/perspectives/writers' methods.	- I can attempt to match my writing to the text type, audience and purpose of my writing. - I can use some vocabulary and use linguistic devices that are suitable for text type, audience and purpose.	- I can use paragraphs appropriately. - I can link my ideas using a range of connectives.	- I can use sentence demarcation which is sometimes secure and sometimes accurate. - I can use increasing control of basic punctuation. - I can attempt to use a variety of sentence forms. - I can show some evidence of Standard English and control of grammar. - I can use some accurate spelling of a variety of words
DEVELOPING	- I can show an understanding of explicit meanings by offering some simple comments, although there might be some misunderstanding. - I can sometimes use simple references to the text but I often paraphrase or retell.	- I can identify some ways writers use language/structure/form and make simple comments about the effect. - I am beginning to use some simple subject terminology relating to writers' methods.	- I can identify explicit viewpoints and purposes. - I can make simple comments about how writers' methods are used to achieve their purpose and present their viewpoint.	I can show an understanding of the themes/context of a text and begin to show an understanding of how this might affect meaning.	I can show an understanding of some similarities/differences between texts.	- I can show an occasional sense of audience and purpose. - I can use some simple vocabulary.	- I can use some structural features, such as paragraphs. - I am beginning to link my ideas together using some basic connectives.	- I can write with occasional use of sentence demarcation. - I can show some evidence of basic punctuation. - I can use a simple range of sentence forms. - I can use Standard English occasionally with limited control of grammar. - I can use accurate basic spelling.
EMERGING	I can show an awareness of some explicit meanings.	I can show an awareness of writers making deliberate choices over language/structure/form.	I can show an awareness of writers' viewpoint and purpose.	I can show an awareness of the themes/context of a text.	I can show an awareness of some similarities/differences between texts.	- I can indicate some awareness of audience and purpose. - I can use some simple vocabulary although this might be repeated.	I am beginning to develop my ideas and might use some structural features such as paragraphs.	- I am beginning to include some punctuation, although my writing does not necessarily include sentence demarcation. - I can show a limited understanding of Standard English and grammar. - I can show some accuracy in my spelling of basic vocabulary.