

	<u>R1 Demonstrate understanding of explicit meanings.</u>	<u>R2 - Demonstrate understanding of implicit meanings.</u>	<u>R3 - Analyse and evaluate facts, ideas and opinions.</u>	<u>R4 - Demonstrate understanding of how writers achieve effects.</u>	<u>R5 - Select appropriate evidence.</u>	<u>R6 - Demonstrate understanding of the context(s) of literary texts.</u>
<u>Evaluating</u> <u>Y7</u> - EP <u>Y8</u> - 9A* <u>Y9</u> - 9A*, 8A*	<u>Insightful</u> understanding of explicit meanings in texts, demonstrating a <u>confident</u> grasp of the shape or trajectory of the whole text with a range of sharp comments.	Draws <u>insightful inferences</u> from the text and articulates them confidently. Clear understanding of more implicit meanings too, analysed with <u>precise reference</u> to the text and developed in an assured manner.	Thorough, precise analysis of textual detail, which shows <u>insight into writer's ideas</u> and opinions, with some <u>evaluation</u> of writer's ideas beginning.	Clear understanding of textual details, with a more <u>detailed analysis</u> of some effects of language, form and structure.	The most appropriate textual evidence selected with <u>precision</u> and used to develop argument.	Confident grasp of the contexts and understanding of the <u>relevant</u> ways in which these might have shaped writer's ideas.
<u>Interpreting</u> <u>Y7</u> - 9A* <u>Y8</u> - 9A*, 8A* <u>Y9</u> - 8A	<u>Excellent understanding</u> of explicit meanings in texts, demonstrating a <u>clear grasp</u> of the shape or trajectory of the whole text with a range of quite precise comments.	<u>Confident inferences</u> drawn from the text. Clear understanding of a few more implicit meanings, analysed with <u>close reference</u> to the text and developed clearly.	Thorough analysis of textual detail, which shows <u>insight into writer's ideas</u> and opinions, perhaps with some evaluation of writer's ideas beginning.	Clear understanding of textual details, with a more <u>thorough analysis</u> of some effects of language, form and structure.	Appropriate textual evidence selected with <u>some precision</u> and used to develop argument.	Thorough grasp of the contexts and understanding of the <u>relevant</u> ways in which these might have shaped writer's ideas.
<u>Analysing</u> <u>Y7</u> - 9A*, 8A* <u>Y8</u> - 8A <u>Y9</u> - 7A, 6B	Clear understanding of explicit meanings in texts, demonstrating some grasp of the shape or trajectory of the whole text with a range of <u>accurate</u> comments.	Draws some appropriate inferences from the text. Some understanding of more implicit meanings, <u>beginning to analyse</u> with appropriate reference to the text.	Some analysis of textual <u>detail</u> , which shows grasp of writer's ideas and opinions.	Understanding of textual details, with analysis of <u>some effects</u> of language, form and structure.	<u>Appropriate</u> textual evidence selected and used to develop argument.	Grasp of the contexts of the text and some understanding of the <u>relevant</u> ways in which these might have shaped writer's ideas.
<u>Understanding</u> <u>Y7</u> - 8A <u>Y8</u> - 7A, 6B <u>Y9</u> - 5B, 5C	Understanding of <u>most</u> explicit meanings in texts, perhaps demonstrating some grasp of the shape or trajectory of the whole text with some relevant explanation.	Perhaps draws some inferences from the text. <u>Some understanding</u> of more implicit meanings, although rarely developed.	<u>Some grasp</u> of writer's ideas and opinions, supported by relevant textual detail.	Understanding of textual details, with <u>some effects</u> of language, form and structure explored, although not developed.	<u>Mostly appropriate</u> textual evidence selected.	<u>Some knowledge</u> of the contexts of the text, perhaps with <u>some understanding</u> of the ways in which these might have shaped writer's ideas.
<u>Identifying</u> <u>Y7</u> - 7A, 6B <u>Y8</u> - 5B, 5C	Clear <u>understanding</u> of some explicit meanings in texts, though little grasp of the shape or trajectory of the whole text.	Perhaps draws <u>some inferences</u> from the text, though not always accurate. Little understanding of more	An <u>attempt</u> to explore writer's ideas and opinions, though not always accurate.	Some methods identified, with effects explored <u>superficially</u> or perhaps with some inaccuracies.	<u>Some appropriate</u> textual evidence selected. At times, the evidence selected is not quite the most useful.	<u>Identifies</u> the contexts of the text, although with little understanding of the ways in which these might have shaped

<u>Y9</u> - 4C, 3D		implicit meanings.				writer's ideas.
<u>Narrating</u> <u>Y7</u> - 5B, 5C <u>Y8</u> - 4C, 3D <u>Y9</u> - 3E, 2E	A <u>simple grasp</u> of explicit meanings in texts, may rely on simple retelling of events at times.	Little evidence of understanding of more implicit meanings in texts. <u>Attempts to explore</u> , but few accurate inferences drawn.	An <u>attempt</u> to grasp writer's ideas and opinions. Sometimes supported by assertion rather than textual detail.	Textual detail reported with little explanation. Perhaps <u>simple identification</u> of method, but with little development.	<u>Some textual evidence</u> selected, but is sometimes not relevant.	<u>Little grasp</u> of the contexts of the text.
<u>Awareness</u> <u>Y7</u> - 4C, 3D <u>Y8</u> - 3E, 2E <u>Y9</u> - 2F, 1F	<u>A grasp</u> of a few explicit meanings in texts. Some misreadings perhaps evident.	<u>Little evidence</u> of understanding of more implicit meanings in texts. No accurate inferences drawn.	<u>An attempt</u> to grasp writer's ideas and opinions. Sometimes supported by irrelevant textual detail.	Textual detail reported, with no relevant explanation. Perhaps very <u>simple identification</u> of method, but with no development.	<u>Some textual evidence</u> selected, but is rarely relevant.	<u>No evident grasp</u> of the contexts of the text.