

ENGLISH - READING



	EMERGING	DEVELOPING	SECURE	REFINING
R1: To understand, describe, select or retrieve information, events or ideas from texts.	Sometimes my points are vague. I may have supported my points with the right words and phrases from the text.	I can make points with reasonable accuracy and sometimes select the right words and phrases to prove my points.	I read and select the right words and phrases in a text to support the points I make.	I read and carefully select the right words and phrases in a text to support the points I make and the focus of the question. I begin to make imaginative points.
R2: To deduce, infer or interpret information within a text, including reference to the context in which it was written.	I can make simple comment to explain my points.	My explanations are sometimes correct and sometimes developed. For example, I may use connectives to explain further.	My explanations are often correct and are mostly developed, although I can be descriptive in parts. I may make reference to context, if relevant.	My comments begin to develop an explanation of how small details in a text contribute to the overall meaning. I may offer alternative opinions in my response. If appropriate, I will make reference to context.
R3: To accurately identify the writer's use of methods.	I make an attempt to identify a writer's method even if this is not by naming a specific device.	I sometimes refer to writer's methods, including elements of structural or organisational features where appropriate.	I can generally correctly identify writer's methods appropriate to the question. I can refer to the effects of structural devices where appropriate.	I can correctly identify a wider range of writers' methods including appropriate structural features, with precise use of terminology.
R4: To evaluate a writer's viewpoint and/or the purpose of the text through exploring audience interpretation.	I acknowledge that words or phrases have intended meanings or effects, although I do not explicitly reference the reader's reaction.	I can make a simple comment on the overall effect of the text, although there may not yet be explicit reference to the reader.	I can give a general overview of a reader's likely response to the text. I may make reference to the writer's ideas although this is unlikely to be explicit.	I can identify and comment on a range of potential effects on the reader. I may make reference to why a writer has tried to create a certain effect.
R5: To ensure spelling and grammar is accurate and appropriate to task.	Spelling, punctuation and grammar are sometimes accurate. Errors do not hinder meaning.	Spelling, punctuation and grammar are reasonably accurate.	Spelling, punctuation and grammar are mostly accurate.	Spelling, punctuation and grammar are accurate throughout.
EDSR Descriptors - R1-5 form a 'best fit'. If R4, for example, is not 'Secure', this does not mean the quality of the overall piece is not 'Secure'. (DRAFT)	Students offer an attempt to give some response to the question. It may be inaccurate or descriptive.	Students are now clearly answering the question, but there is little depth/organisation/accuracy.	Students produce a recognisable PETAL/WHAT?HOW?WHY? response, though still with opportunities to develop accuracy and depth.	Students produce analysis which is generally detailed/nuanced/accurate. Their analysis is controlled, with elements which may be considered perceptive.