

	Knowledge and Understanding: Demonstrate knowledge and understanding about characters, events and meanings in texts	Interpretation: Formulate well supported interpretations of meanings and viewpoints expressed	Analysis: Analyse the methods used by writers to create meaning, including language structure and form	Context: Understand texts in relation to relevant historical, cultural and literary contexts	Academic voice: Use an academic voice to convey authority and objectivity in writing.
The Elements of Reading - Literature					
<i>"Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours." – John Locke</i>					
Mastery (4)	<ul style="list-style-type: none"> Assured and detailed understanding of themes and ideas explored within the text, alongside their relationship to each other Assured understanding of even complicated plots, settings and characters Able to summarise clearly and concisely the main details of a whole text 	<ul style="list-style-type: none"> Critical and perceptive evaluation of themes, ideas and characters through frame of reference beyond text Insightful interpretations are supported by regular use of precise and original evidence 	<ul style="list-style-type: none"> Critical and insightful analysis of writers' specific choices and their effects An impressive consideration of pluralistic meanings 	<ul style="list-style-type: none"> Critical evaluation of relevant historical and cultural contexts Critical evaluation of relevant independent research from academic sources Critical evaluation of relationship of the text to literary contexts (both form and genre) 	<ul style="list-style-type: none"> Academic register is personalised throughout and lends credibility to the ideas expressed. Conventions are used consistently when referencing and engaging with critical views, including the manipulation and omission of words in quotations. There is consistent use of writers' surnames, accurate punctuation around quotations; and caution and balance are achieved through the use of hedge words and phrases ("perhaps...", "one could argue that...").
Secure (3)	<ul style="list-style-type: none"> Accurate understanding of themes and ideas explored within the text Accurate knowledge of plot development, settings and characters Able to summarise the main details of a chapter or short text with clarity 	<ul style="list-style-type: none"> Detailed and convincing evaluation of themes, ideas and characters Interpretations supported by well-selected and precise textual references 	<ul style="list-style-type: none"> Detailed and convincing analysis of writers' choices Confident engagement with specific language and structural techniques, as well as individual words and phrases 	<ul style="list-style-type: none"> Appreciation of relevant historical and cultural contexts Engagement with independent research from popular websites Appreciation for relationship of the text to literary contexts (both form and genre) 	<ul style="list-style-type: none"> Academic register is consistently evident through the effective use of passive voice. Secondary critical opinion is cited and conventions for quoting longer passages are followed. There is use of writers' surnames, generally accurate punctuation around quotations; and some effective use of hedge words and phrases
Developing (2)	<ul style="list-style-type: none"> Knowledge of themes and ideas explored within the text is mostly accurate Knowledge of plot development, settings and characters is mostly accurate Able to identify some key details within a short text or chapter 	<ul style="list-style-type: none"> Mostly valid explanation of themes, ideas and characters achieved through inference Interpretations supported by relevant textual references 	<ul style="list-style-type: none"> Mostly valid explanation of the effects of the language and structure used Clear appreciation of the writers' craft 	<ul style="list-style-type: none"> Explanation of relevant historical and cultural contexts Referencing of some critical opinion Explanation of how the text conforms to or subverts literary contexts (genre, form etc.) 	<ul style="list-style-type: none"> Objectivity is evident through the use of third person and the absence of colloquialisms. Short embedded quotations support points. There is use of writers' surnames, and attempts at punctuating quotations.
Emerging (1)	<ul style="list-style-type: none"> Awareness of some of the themes and ideas explored within the text Awareness of some aspects of plot, setting and characters used Able to identify one or two details within a paragraph or chapter. 	<ul style="list-style-type: none"> Some informed comments on themes, ideas and characters Comments supported with some relevant textual references 	<ul style="list-style-type: none"> Identification of language and structural devices Some attempts to explore the effects of writers' choices 	<ul style="list-style-type: none"> Identification of relevant historical and cultural contexts Identification of relevant literary contexts (genre, form) 	<ul style="list-style-type: none"> Some understanding that standard English is used in academic forms of writing. Some use of the third person.