English Skills Descriptors - Reading

	I Can do this…
0	During reading: Reads with fluency and broad understanding, though with little awareness of how to counter misunderstanding or evaluate comprehension. Before reading: Recognises some of the more visible features of different text structures e.g. letter layout, stanzas in poetry Attempts to select information in response to a specific question but selection of points may be incomplete, or imbalanced, or reveal partial understanding of the text. Little evidence of meaning made beyond the literal and explicit. May make some simple deductions, eg identifying a character's fear or happiness from their facial expression or actions. May identify the writer's main point of view or likely intention and make broad comments which recognise that texts are shaped for different purposes and audiences. Can distinguish between fact and clearly signposted opinion, eg I think.... Expresses personal response although this may be generalised or limited, eg broadly positive or negative responses to text. May struggle to articulate response clearly, particularly in writing. Reference to the text may be sporadic and inconsistently relevant Some recognition of the time or place in which a text was written or is set. May express a personal preference for one of two texts but with very limited textual reference. Identifies some of the writer's very visible structural or presentational choices. Identifies some of the writer's choices at sentence level with comments limited to simple or more obvious features, eg the use of exclamation marks. Identifies some of the writer's choices, eg lots of descriptive language, without any real comment on why or how that choice might have been made.
1	During reading: Beginning to build expectations of texts by making connections with previous reading, eg comparison with other, similar stories. Beginning to monitor comprehension and so may use strategies to decode unfamiliar words, eg seeking help, using context, etc. Before reading: Recognises an increasing range of visible features of text forms, and may recognise the intention of those features, eg newspaper headlines to summarise a story and gain the reader's attention. Identifies and understands the majority of key points in a text. Makes largely accurate, generalised inferences from the text but may not be able to identify their specific source, eg infers the writer's broadly negative opinion of their subject. Generally identifies the writer's likely overall intention and intended audience eg identifies an advert is intended to persuade children to buy a toy. Can distinguish between fact and less obviously signposted opinion, eg It could be argued that... Is beginning to think critically about texts with some confidence, although response may still be simple, broad and personal. Ideas are inconsistently supported with relevant reference to the text. May identify and comment on significant features of the time or place of writing, or its setting, eg changes in fashion or technology over time. Can express a personal preference for one of two texts with some reference to both. Identifies some of the writer's very visible structural or presentational choices with limited comment on why or how that choice might have been made, eg a headline or image. Identifies some of the writer's more visible choices and shows some awareness of the possible intended effect, eg lots of dialogue to suggest a character is talkative or dominant. focusing on explicit meaning, identifies some of the writer's choices and shows some awareness of the possible intended effect, eg positive language in an advert.
2	During reading: Inconsistently monitors and identifies breakdown of comprehension, sometimes using support strategies, eg stopping and re-reading, to clarify. Before reading: Recognises an increasing range of text forms and their conventions. Identifies and understands the majority of key points in a text and can draw information from different points in a text or across different texts, linking the information to answer a specific question. Makes largely accurate, generalised inferences from the text and is increasingly able to locate their origin, eg a specific sentence in which the writer implies a negative opinion of their subject. Identifies the writer's likely overall intention and audience, though this may be largely drawn from recognition of form or text type rather than the text itself, eg recognises an advert as a text intended to persuade. Can distinguish between fact and opinion, eg identifies writer's use of statistics with some reference to their purpose. An increasingly focused response to texts is expressed with growing confidence and clarity. Ideas are usually supported with limited though relevant reference to the text. May make basic comment on the impact of the time or place of writing, or its setting, on the writer and/or the text, eg a connection with significant historical events. Some simple cross-referencing between texts identifies broad similarities or differences at word, sentence or text level. Identifies some of the writer's more visible organisational choices, eg subtitles, bullet points, and some broad structural and sequencing choices, eg the use of flashback, or discourse markers to signal a contrasting point or idea. Identifies some of the writer's more significant choices and shows a developing awareness of the possible intended effect, eg largely focusing on sentence or paragraph length.

	identifies some of the writer's choices and shows some awareness of the possible intended effect, largely focusing on explicit meaning but with some awareness of implied meaning, eg commenting on the implications of figurative language.
3	During reading: Consistently develops expectations of text while reading by making connections with other texts. Increasingly monitors comprehension, developing independent strategies to decode unfamiliar words, eg using context, relationship with more familiar words, etc. Before reading: Beginning to use some visible features of form to build expectations of texts' conventions and purpose. A range of key points identified across a text, with some attempt to summarise and synthesise points from different places in the text. Beginning to draw inferences and deductions from specific evidence in the text, eg making judgements about a character inferred from their dialogue or actions. Clearly identifies the writer's overall purpose and likely intention and responds to it, though with limited explanation. Can identify bias and may identify the use of fact and/or opinion, particularly where one is predominant. Developing critical thinking, moving from a personal response towards a more objective, analytical and formal response, using appropriate literary and linguistic terminology to make comments more specific. Ideas are broadly supported with relevant evidence from the text, though likely to focus on isolated vocabulary choices such as adjectives and adverbs or more obvious inferences/symbolism, eg shadows creating an atmosphere of mystery. Offers some explanation of the impact of time and/or place of writing, or setting, on the writer and/or the text, eg referring to social or moral values at the time of writing. Makes limited comment on similar or contrasting choices at word, sentence or text level in two or more texts. Shows greater awareness of the writer's key structural and/or organisational choices, e.g. identifies use of contrasting arguments in different paragraphs or final paragraph used for summary conclusion. May make straightforward comments on impact on the reader. Identifies a broader range of the writer's choices, eg contrasting sentence length, rhetorical questions; gives some explanation of effect and may make straightforward comments on impact on the reader. identifies a range of the writer's choices, gives some explanation of effect and may make straightforward comments on impact on the reader.
4	During reading: Frequently monitors comprehension while reading, tackling unfamiliar vocabulary with a range of strategies. Before reading: Beginning to build expectations of texts' form and purpose before reading, using a range of strategies, eg visible features, skim reading skills, comparison with familiar models. A range of key points identified across a text, with some effective summary and synthesis of points from different places in the text to present a body of relevant evidence. Inferences and deductions are increasingly drawn from close reading of the text, eg with broad reference to, and comment on, specific vocabulary choices. Clearly identifies the writer's likely overall intention and expresses a personal response to it, with some explanation. May refer to the use of fact or opinion in expressing or supporting the identified intention. Increasingly competent critical exploration of texts, considering the impact of some of the writer's choices, although largely at a localised word or sentence level. Literary and linguistic terminology is used with some confidence. Ideas are supported with increasingly focused and relevant evidence from the text, largely focused on features at word level. Evidence of some broad awareness of how different contexts impact on writers, texts and their readers over time. Makes more developed comments on similar or contrasting choices at word, sentence or text level in two or more texts. Makes increasingly detailed comments on some of the writer's broader structural or organisational choices suggesting some awareness of their likely impact on the reader, eg suggesting that the writer of a narrative text has withheld specific information to create a surprise ending or 'twist'. Makes increasingly detailed comments on some of the writer's choices and their impact on the reader, eg the repetition of a particular sentence structure to emphasise and develop a key point. Comments on the writer's choices and their effect are increasingly developed, eg identifying emotive language and the writer's likely intention to create shock or sympathy.
5	Before reading: Builds expectations of texts' form and purpose before reading, using a growing range of close reading strategies to look at features such as headlines, images and subheadings ahead of a full reading, eg implications and connotations of these. During reading: Monitors understanding increasingly consistently, drawing on a growing range of strategies to tackle any breakdown in comprehension. A range of key points identified, with increasing skill in summary and synthesis of points from different places in the text, or from different texts. Inferences and deductions are consistently and securely founded in close reading of the text, eg with close reference to, and comment on, specific vocabulary choices. Clearly identifies the writer's likely overall intention and expresses a personal response to it, with developed explanation. May comment broadly on the use and validity of fact or opinion, eg dismissing a point of view as 'only the writer's opinion'. Growing confidence and clarity in critical thinking, beginning to focus on how the writer's literary and/or linguistic choices have shaped a text and the reader's response. Uses a growing range of literary and linguistic terminology to aid precision. The majority of ideas are supported with focused and relevant evidence from the text, exploring a broadening range of features at word, sentence and text level. Increasing awareness of the relevance of context in exploring a writer's likely intention and different readers' responses over time, eg considering racist or sexist attitudes expressed in a text as symptomatic of the writer's society at the time of writing. Beginning to make more developed comparisons of writers' choices and their impact/effect at word, sentence or text level in two or more texts. Focuses more closely on the writer's structural and/or organisational choices with comments suggesting a developing awareness of the writer's choices as a means of achieving an identified intention and impact on the reader eg commenting on the writer's selection of content in a text's opening or the way a problem is stated in the introduction and subsequent paragraphs exemplify and explore some solutions.

	Focuses closely on the writer's choices with comments suggesting a developing awareness of the writer's choices as a means of achieving an identified intention and impact on the reader, eg a series of non-finite clauses to create pace and/or tension. Focuses closely on the writer's choices with explicit reference to implicit meaning suggesting a developing awareness of the writer's choices as a means of achieving an indentified intention and impact on the reader. Shows awareness of connotation, eg commenting on an association of ideas.
6	Before reading: Consistently considers expectations of texts' form and purpose before reading. After reading: Increasingly aware of, and beginning to evaluate, development of reading skills. During reading: Monitors understanding consistently and selects from a widening range of strategies to counter misunderstanding, eg adjusting reading speed, re-reading, considering immediate and broader context, using a dictionary, etc. A range of key points are selected, synthesised and summarised with some precision. Beginning to consider layers of meaning at word level, eg the connotations of specific vocabulary choices and their implication for, eg, a character, or central argument. Clearly identifies the writer's likely overall intention and expresses a personal response to it with some analysis. May comment on the validity of facts and/or opinions in context. Confident critical thinking, supported with some analysis, allows a developing evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Uses a range of literary and linguistic terminology for clarity and precision. Ideas are supported with a range of relevant, focused evidence from the text at word, sentence and text level. Some analysis of how different contexts of writing and reading can create different meanings or interpretations, eg changing attitudes to race or gender. Makes increasingly developed and specific comparisons of writers' choices and their impact/effect at word, sentence or text level in two or more texts. Responses are becoming more precise and analytical, beginning to explore how the writer's structural or organisational choices contribute to the writer's likely intention and achieve their intended impact on the reader, eg the sequence or progression of key points, giving some explanation of effect. Responses are becoming more precise and analytical, beginning to explore how the writer's choices achieve their intended effect. Comments are beginning to identify consistencies and patterns in paragraph, sentence or punctuation choices, and consider their contribution to the writer's likely intention, eg the use of longer, multiple clause sentences to build complex descriptive detail throughout a text. Responses are becoming more precise and analytical, beginning to explore how the writer's choices achieve their intended effect. Comments identify layers of meaning more consistently, eg connotation, consistencies and patterns in vocabulary choice, and consider their impact on the ideas or themes explored in the text.
7	After reading: Aware of, and frequently evaluates, development of reading skills. Before and during reading: Increasingly unlikely to lose comprehension but monitors understanding while reading, evaluates against expectations gathered before reading, and may re-read to check, reinforce and/or develop understanding. Is able to evaluate the significance of unfamiliar language in the context of whole text comprehension and respond accordingly, eg ignoring archaic vocabulary when it does not inhibit overall understanding. Key points are summarised and synthesised with some perceptive connections made between them. Explores layers of meaning at word level; may identify cumulative inferences at sentence or whole text level, eg a range of vocabulary, imagery or symbolism with shared implications. Clear analysis of the writer's likely purpose and intention and how it is achieved. Shows awareness of the writer's uses of fact and opinion to manipulate the reader's response, eg commenting on the selection of evidence to support an argument. Analytical critical thinking clearly supports fluent expression and exploration of a personal response to the text. Careful evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Use of literary and linguistic terminology is appropriate and increasingly integrated. Ideas and interpretation are supported with a synthesis and summary of ideas and carefully chosen details from the text. Contextual factors are explored in some depth, eg highlighting possible differences in the writer's likely intention and the reader's likely response, and its implications or consequences. Confident comparison of the writers' choices at word, sentence or text level in two or more texts prompts analysis beyond simple similarities or differences. Increasingly confident analysis which suggests awareness of the impact of whole text structure, organisation of ideas, and structural patterns on the writer's likely intention, and their effect on the reader, eg repetition, echoing openings in conclusions, etc. Increasingly confident analysis which suggests awareness of the impact of sequencing of clauses within sentences and sentences within paragraphs; of patterns of sentence and paragraph use, and structural patterns within sentences, eg triple structures, repetition, use of non-finite verbs, etc, and their impact on the reader Increasingly confident analysis which can move with some fluency between word, sentence and text level to identify common strands in the writer's vocabulary choices and intentions, and their impact on the reader, eg uses of thematically linked imagery at different points in a text.
8	After reading: Aware of, and consistently evaluates, development of reading skills. Before and during reading: Evaluates breadth of prior knowledge and comprehension before and while reading, evaluates the significance of gaps in knowledge or understanding based on expectation, and consistently questions the text, actively seeking answers to a range of searching questions. Key points are summarised and synthesised with a range of perceptive connections which may acknowledge and evaluate alternative, or a range of, interpretations. Consistently considers layers of meaning at word level, making perceptive connections and identifying patterns of inference, their significance to the whole text and their impact on the reader. Developed analysis of the writer's likely intention and how it is achieved. Explores the writer's uses of fact and opinion to manipulate the reader's response, eg where the writer has presented opinion as fact. Perceptive critical thinking supports confident exploration of a personal response to the text, and a detailed evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Appropriate and fully integrated use of literary and linguistic terminology. Beginning to identify multiple readings of texts.

	Ideas and interpretation are supported with a synthesis and summary of ideas and embedded details from the text, chosen with precision to support a focused response.
	Frequently shows developing awareness and analysis of contextual factors, eg comparing a personal response with those of contemporary readers, exploring any differences.
	Detailed comparison of the writers' choices at word, sentence or text level in two or more texts allows perceptive analysis beyond simple similarities or differences.
	Responses to the writer's organisation and structural choices are confident and perceptive, analysing in some depth a variety of ways in which the writer has manipulated the text's structure to realise their likely intention and on specific effects achieved at particular points in the text and in the text as a whole, eg exploring the intention and impact of the writer's positioning of an anecdote or rebuttal in an argument text.
	Confident responses to the writer's paragraph, sentence and punctuation choices show increasing depth of analysis, considering a broad range of implications, eg how pace and tone are manipulated to support purpose and viewpoint.
	Confident responses to vocabulary show increasing depth of analysis, considering a broad range of implications, eg in creating meaning and tone and supporting purpose and viewpoint. May consider possible responses of other readers to vocabulary choices.
9	Expectation, monitoring and evaluation of reading and reading skills are finely tuned and entirely automatic.
	Key points are summarised and synthesised with a range of perceptive connections leading to a sophisticated and original interpretation.
	Explores and compares layers of inference at word, sentence and whole text level, drawing perceptive and original conclusions.
	Increasingly independent and developed analysis of the writer's likely intention and how it is achieved. Analyses and evaluates the selection and manipulation of fact and opinion and its contribution to the writer's likely intention and to the reader's response.
	Articulates a clear and confident independent response to, and evaluation of, texts, using linguistic and literary terminology to aid fluency and precision. Can identify and explore multiple readings of texts.
	Ideas and interpretation are supported with a synthesis and summary of ideas and embedded details from the text, chosen with precision to support a focused response, and analysed in depth.
	Consistently shows significant awareness and analysis of contextual factors and their wider implications, eg exploring different readings of character in the light of differing values over time and their impact on responses to the whole text.
	An evaluative comparison of the writers' choices at a number of different levels is synthesised in a perceptive analysis of the relationship between two or more texts.
	An original and thorough analysis of the writer's organisational and structural choices, eg tracking the developing structure of the text and its cumulative impact on the reader.
	An original and thorough analysis of the writer's language choices and their interaction.
	An original and thorough analysis of the writer's language choices and their interaction. Frequently considers possible responses of other readers to vocabulary choices.