

The Lancashire Assessment Programme – Secondary English

Reading Focus: Band A			
Descriptor	Assessment Focus: Understanding	Assessment Focus: Critical Interpretation	Skills Set
Some attempt	<p>Across a range of reading</p> <ul style="list-style-type: none"> Some key points identified. Some attempt to support ideas with some supporting textual reference or quotation from more than one point in the text. Ideas often correct, but not always rooted securely in the text or repeat narrative or content. Some awareness of implicit ideas. 	<p>Across a range of reading</p> <ul style="list-style-type: none"> Some structural choices identified with simple comment. Some basic features of organisation at text level identified. Some basic features of writer's use of language identified. Some comments on writer's choices. Main purpose of the text identified and understood. Some comments show some awareness of the writer's viewpoint. Some comment on the overall effect on the reader. Common features of different texts or versions of the same text identified, with some comment. Some comment on how the reader's or writer's context affects the meaning of texts. 	<p>Locate / Retrieve / Infer</p> <ul style="list-style-type: none"> Highlighting key words/phrases. Finding and using supportive quotations /evidence. How to infer meaning from a text. Use text to make predictions. Working out what the writer thinks. <p>Language</p> <ul style="list-style-type: none"> Begin to comment on language choices. <p>Structure</p> <ul style="list-style-type: none"> How text layout and structure can help the reader to identify the purpose of the text. Recognise structural devices used in texts. How punctuation and paragraphing can help guide the reader. <p>Comparison</p> <ul style="list-style-type: none"> The main points of comparison between two texts. Begin to recognise and use the language of comparison. <p>Evaluation</p> <ul style="list-style-type: none"> How to support personal opinions referring to selected details from across the text(s). <p>QWC</p> <ul style="list-style-type: none"> How to present ideas using supportive textual references with some comment on their importance.
Simple Limited	<p>Across a range of reading</p> <ul style="list-style-type: none"> Simple points identified. Some limited comments from or references to text, but not always relevant. Straightforward understanding based on one point in the text. Awareness of simple meaning. Simple and limited comment on obvious ideas. 	<p>Across a range of reading</p> <ul style="list-style-type: none"> Some awareness of simple features of organisation at text level identified, with little or no linked comment. Awareness of simple features of writer's use of language identified, but with little or no comment. Identify main purpose. Some awareness of writer's viewpoint or effect on reader. Some awareness of simple links between texts identified. Recognition of some simple features of the background of texts. 	<p>Locate / Retrieve / Infer</p> <ul style="list-style-type: none"> Reading for meaning. Working out the basic meaning. Skimming and scanning. Questioning and guessing. Visualisation. Working out an author's purpose. <p>Language</p> <ul style="list-style-type: none"> Identify/highlight interesting words used. <p>Structure</p> <ul style="list-style-type: none"> Recognise different types of texts and their features. <p>Comparison</p> <ul style="list-style-type: none"> Recognise simple similarities and differences as you read. <p>Evaluation</p> <ul style="list-style-type: none"> Expressing personal opinions on a text. <p>QWC</p> <ul style="list-style-type: none"> How to present ideas using some supportive evidence and explanation.

