The Lancashire Assessment Programme – Secondary English

	Reading Focus: Band B		
Descriptor	**Assessment Focus: Understanding**	**Assessment Focus: Critical Interpretation**	**Skills Set**

Developed Relevant	**Across a range of reading**
	• A range of relevant points clearly identified across the text.
	• Summary of information from different sources or different places in the same text.
	• Relevant comments incorporate relevant textual reference and quotation to support main ideas or argument.
	• Comments consider wider implications or significance of information, events or ideas in the text.
	• Developed understanding of implicit ideas and perspectives through specific links between context/texts/task.
		Across a range of reading
		• Some detailed explanation of how structural choices support the writer's theme or purpose and contribute to the overall effect.
		• Detailed explanation, with appropriate terminology, of how language is used and its effects.
		• Some drawing together of comments on how language choices contribute to the overall impact.
		• Evidence for identifying main purpose precisely located at word/ sentence level or traced through a text.
		• Some exploration of viewpoint developed through close reference to the text.
		• Comments indicate a clear understanding of points of comparison between texts, or versions of the same text, supported by textual reference.
		• Some exploration of textual conventions or features as used by writers from different periods.
		• Detailed explanation of how the contexts in which texts are written and read affect meaning.
			Locate / Retrieve / Infer
			• Scanning for evidence to support points made.
			Language
			• Understanding the ways in which a writer can convey a viewpoint.
			• Layers of meaning.
			• The way a writer's language choices can manipulate the reader's response.
			Structure
			• Understanding the way a text's layout and organisation are designed to impact on the reader.
			• Understanding the way structural choices contribute to the overall, message or purpose of the text.
			• The way structural choices contribute to the overall theme, message or purpose of the text.
			• How sentence structures influence the reader's response.
			Comparison
			• Differences between texts including some written in different periods.
			Evaluation
			• How to present an evaluation of authorial viewpoint, structure and/or language using relevant, well-chosen textual evidence.
			QWC
			• How to present ideas and opinions by:
			  o Summarising information from a range of sources.
			  o Synthesising information from a range of material.
			  o Acknowledging sources.
			  o Using close reference to details.
			  o Using an appropriate format to record information/ annotation /note making.
			  o How to comment on the writer's point of view.
			  o How to comment effectively on the impact of the writer's language choices.

Clear Consistent	**Across a range of reading** • Most relevant points clearly identified. • Key points regularly supported by relevant textual reference or quotation. • Explanation of inferred meanings based upon evidence from across the text. • Some clear understanding of implicit ideas and perspectives.	**Across a range of reading** • A clear explanation of the deliberate structural choices the writer has made. • Clear explanation of the writer's deliberate use of language and its effect on the reader. • The main purpose clearly identified. • Clear explanation of the writer's viewpoint in texts. • Comments identify similarities and differences between texts, or versions of the same text, with repeated explanation. • Repeated explanation of how the contexts in which texts are written and read contribute to meaning. • Clear comments relevant to the task.	**Locate/ Retrieve / Infer** • Highlight and annotate key passages of texts. • Secure understanding of a text. • Extracting the main points of a text. • How to use inference and deduction to understand a writer's implied meaning. • How to understand the writer's point of view in a text. • How to identify the writer's intended effect on the reader. **Language** • Comment on the writers' use of language and its intended effect. **Structure** • How to comment on a writer's structural choices. • Recognising devices and comment on their effects. • Understand how texts are constructed to suit intended audiences. **Comparison** • How to make detailed comparisons between texts. **Evaluation** • How to present personal opinions about authorial viewpoint, structure and/or language using quotations from across the text(s). **QWC** • How to convey ideas and opinions using textual references and supportive comments.