Year/Grade			ENGLISH PROGRESS MAP: Reading		
Y7	Y8	Y9	**Understanding and Response** *(Ideas, Evidence, Evaluation)* **I can:**	**Analysis of Language and Structure** *(Techniques, Terms, Comments)* **I can:**	**Connections** *(Context, Comparisons)* **I can:**
		9	-Build a critical and informed personal response - Embed and link/cluster precise and apt evidence to support interpretations, including in closed book exercises.	-Thoroughly discuss subtle features, patterns and details within texts, offering perceptive and original ideas. -Apply a precise range of complex subject terminology at word, sentence and text level when discussing texts -Make clear judgements when I evaluate, offering multiple ideas about how writer's choices in a text might affect the reader and look at how parts of a text work together	- Use my wider reading/ knowledge to explore contextual influences and reactions, making a range of insightful links. - Critically evaluate similarities and differences between texts, synthesising evidence.
	9	8		-Thoroughly discuss the most salient choices within texts, sometimes identifying subtleties. -Apply a precise range of subject terminology at word, sentence and text level when discussing texts with some complexities discussed. -Evaluate, offering multiple ideas about how writers' choices in a text might affect the reader and look at how parts of a text work together.	- Use my wider reading/ knowledge to explore contextual influences and reactions, making a range of insightful links. -Explore subtle and illuminating comparisons, synthesising evidence across texts.
9	8	7	-Build consistently developed ideas, starting to evaluate different meanings -Embed and link/cluster precise and apt evidence to support interpretations in open book exercises. -In closed book exercise, use apt and precise quotations.	-Discuss a wide range of writers' choices within texts -Consistently apply accurate terminology at word, sentence and text level when discussing texts -Sometimes evaluate, offering multiple ideas about how writers' choices in a text might affect the reader and start to look at how parts of a text work together.	- Explore how different aspect of context, such as: biographical, cultural, political, have influenced the text and reactions to it. -Develop thoughtful comparisons with cross-referencing, analysing the different effects created.
8	7	6	-Explain ideas with thoughtful detail. -Show some awareness of patterns, links and/or different interpretations. -Use a range of the most apt and precise quotations to support ideas.	-Consistently identify and comment on a wide range of features, patterns and details within texts -Consistently apply mostly accurate terminology at word, sentence and text level when discussing texts -Consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered.	- Develop relevant links between the text and contextual factors/ reactions. -Draw out a range of relevant precise comparisons with specific examples.

7	6	5	-Clearly explain a range of ideas. -Understand less obvious meanings. -Use a range of relevant quotations to support ideas.	-Consistently identify and comment on a range of writers'' choices within texts -Apply a range of accurate terminology at word, sentence and text level when discussing texts -Often offer specific comments about how writer's choices in a text might affect the reader	- Make some specific links between the text and its historical context. -Draw out some relevant specific similarities and differences with specific examples.
6	5	4	-Start to explain my ideas. -Understand implicit information. -Use some quotations to support my ideas.	-Identify and sometimes comment on a range of writers' choices within texts -Apply a range of terminology at word, sentence or text level when discussing texts. -Sometimes offer specific comments about how writer's choices in a text might affect the reader, but a lot of my responses to writer's choices are general.	- Link general historical knowledge to the text. -Make clear links with general examples.
5	4	3	-Give a number of relevant ideas. -Make some clear references to the text.	-Identify and sometimes comment on a range of writers' choices within texts -Apply some terminology, sometimes insecurely, at word, sentence or text level when discussing texts. -Offer general comments about how writer's choices in a text might affect a reader.	-Show some historical knowledge about the time the text was written or implicit contextual knowledge. -Make straightforward links between texts.
4	3	2	- Give some relevant ideas. - Refer to general things that happened in the text to support my ideas.	-Identify a range of simple features that a writer has used within texts -Occasionally use accurate terminology to describe texts -Sometimes offer general comments about how writer's choices in a text might affect a reader.	-Say who wrote the text and when or show some awareness of the time period. -Write about more than one text in my work when I am asked to.
3	2	1	-Pick out information. -Give some simple ideas related to explicit information. -Talk about the text, even if it's not always relevant.	-Identify one or two simple features that a writer has used within texts -Occasionally use simple terminology to describe texts -Offer simple opinions on the effectiveness of writer's choices	
2	1		-Give/find some facts about what happened in the text.	-Identify words and phrases that capture the reader's interest -Use one or two items of subject terminology to describe texts with support -Sometimes offer opinions on the effectiveness of writer's choices	

| 1 | | | - Give some basic facts about the text. | -Identify favourite words and phrases from what I read
-Recognise some patterns and details in the texts I encounter
-Show my understanding of what words mean in texts | |