

	Year 7 Reading
Working at greater depth Blue	• Explanatory response to task and whole text – uses 3 different academic verbs per quotation and ‘because’ or ‘to’ to explain points • Understanding shown through relevant references and comments – part of a quotation may be used or a whole one, students are selecting based on their points • Says why or how the writer has made those choices, looking at word connotations and methods • Makes at least 2 comments about quotation (s) or goes into some developed detail using academic verbs e.g. suggests, reveals, emphasises, highlights etc • Conveys ideas with coherence – uses connectives to link ideas in sentences or paragraphs • Explained comments on writer’s methods/techniques – words and sentence level • Some explanation of the effects of writer’s methods/techniques on the reader – word and sentence level • Relevant and accurate use of subject terminology – word and sentence level
Meets expected standard Green	• Some explained response to task and whole text – uses ‘because’ and ‘suggests or implies’ • References used to support relevant comments with why and how • Makes at least two comment on effects, using some academic verbs • Conveys ideas with some coherence, reliant on synonyms or connotations • Some identification of the effects of deliberate choices made by the writer – e.g. picking out words and discussing word types and sentence level • Some references to subject terminology for words and methods, mainly accurately
Working towards expected standard Amber	• Response supported with some explanation e.g. ‘because’ • Some relevant comments on references to the text e.g. ‘suggests’ ‘implies’, ‘highlights’ • Conveys ideas with limited coherence • Awareness of the writer making deliberate choices – picks out 1 or 2 words/phrases and discusses connotations • Some attempts to comment on the effect on the reader – explains why or how • Some reference to subject terminology – when used, it is correct
Below expected standard Red	• Simple comments relevant to the task and text • Reference to some relevant details – picks out a quotation or paraphrases a quotation • Conveys ideas with basic coherence – uses ‘which shows’ • Limited awareness of the writer making deliberate choices repeats or paraphrases quotation • Some references to the reader: ‘suggests’ or makes some inference, might be a personal response • Possible simple use of subject terminology ‘word’, ‘powerful language’