

	Year 9 Reading
Working at greater depth Blue	- Sustained and thoughtful response to task and whole text – uses 3 or 4 different academic verbs; makes interpretations or links to wider themes/ ideas and can discuss these in depth - Apt references used effectively to illustrate and justify explanation – uses connectives/discourse markers to link clauses and sentences, including paragraphs, quotations are short, embedded or judicious - Conveys ideas with coherence as connectives used to support extending sentences and linking paragraphs, supporting their LOA or thesis statement - Thoughtful consideration of the writer’s methods/ techniques with 3 comments on each quotation and identification of patterns and semantic fields/ motifs - Says why and how, looking at methods, patterns and interpretations - Analysis of the effect of a range of writer’s methods – 2 or 3 techniques explored in depth and detail - Appropriate and accurate use of sophisticated subject terminology: word, sentence and text level
Meets expected standard Green	- Clear, explained response to task and whole text, becoming increasingly perceptive – uses 3 or 4 different academic verbs per quotation to develop analysis; makes interpretations or links to wider themes/ ideas - Range of references used to support explanations – uses at least 2 quotations per paragraph and at least 7 in a whole essay - Says why and how the writer crafted the text, looking at methods and interpretations - Makes 3 comments per quotation or goes in to developed detail - Conveys ideas with general coherence – connectives used to support extending sentences and linking paragraphs to support main argument - Clear and increasingly perceptive explanation of the writer’s methods/ techniques: word, sentence, text/ context level - Clear understanding of the effects of writer’s methods/techniques on the reader: word, sentence, text/ context level - Appropriate and accurate use of subject terminology: word level, sentence level, whole text level
Working towards expected standard Amber	- 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
Below expected standard Red	- 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