Progressions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **One** | **Two** | **Three** | **Four** |
| **Ideas** | -able to recognise only a few ideas, experiences eg. character, theme, setting-no understanding of the similarities and / or differences between them  -struggling to provide relevant or specific details as evidence | -relevant ideas, knowledge, experience recognised-basic understanding and expression of the commonalities and/or relationships-able to provide specific and relevant details from the text to support ideas  | -mature ideas, knowledge, experience recognised and the links between them -mature and confident understanding of the commonalities and/or relationships-able to provide well chosen, specific and relevant details from the text to support ideas | - mature and expansive ideas recognised with an understanding of how they are linked -able to explain ideas in terms of the context of the whole text and / or its relationship to wider society /human experience and an understanding of commonalities and/or relationships. -able to perceptively provide relevant and specific details from the texts to support ideas |
| **Purposes / Audiences** | -have little idea of author’s purpose or the audience -difficulty experienced in finding evidence to support this-little idea of how purposes differ or are the same | -able to identify accurately the author’s purpose and the intended audience-able to provide relevant supporting details-able to make links between the commonalities and the relationships between texts | - confidently able to identify the author’s purpose and the intended audience-able to provide well chosen relevant and supporting details-able to make mature and thoughtful links between the commonalities and the relationships between texts | -able to perceptively and with maturity, identify the author’s purpose and the intended audience-well chosen and perceptive details chosen to support-makes perceptive and clear points that show originality and insight in discussing commonalities and relationships between texts |
| **Structures** | -unable to identify particular structural forms, -limited understanding of the effects of particular structures or the relationships between them-limited understanding of the commonalities and relationships between different structures | -able to identify range of structural forms-comments on effects-able to discuss the commonalities and relationships between different structures | -able to identify a wider range of structural forms confidently-mature appreciation of the links between the chosen form and the required effect-confidently able to discuss commonalities and relationships | -confidently and perceptively able to identify and appreciate the use of chosen structural forms with a sustained understanding of the effects desired and created-insightful and perceptive discussion of commonalities and relationships |
| **Language Features** | -restricted ability to identify and discuss particular language features -little understanding of the effect created by their use-limited understanding of relationships and commonalities | -able to identify accurately a range of language features and explain the effect of their use-able to discuss relationships and commonalities | -able to confidently identify a wide range of language features and explain the effect of their use including the cumulative effect-confidently develop understandings of connections | -confidently and perceptively identifies/appreciates the use of chosen language features; sustained and insightful understanding of the effects created-able to appreciate the connections |