Progressions:

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|  | **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 |