**PROGRESSIONS:** See the exemplar for further details.

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|  | **One** | **Two** | **Three** | **Four** |
| **Ideas** | -able to recognise ideas, experiences eg. character, theme, setting-basic understanding of the similarities and / or differences between them -struggling to provide relevant or specific details as evidence | -relevant ideas, knowledge, experience recognised and expressed-basic understanding and expression of the commonalities and/or relationships-able to provide specific and relevant details from the text to support ideas and links | -mature ideas, knowledge, experience recognised and the links between them analysed -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 a discriminating understanding and analysis 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 basic idea of author’s purpose or the audience -difficulty experienced in finding sufficient 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-aware of different points of view and positioning -able to make links between the commonalities and the relationships between texts in audience and purpose | - confidently able to identify the author’s purpose and the intended audience-able to provide well- chosen and analysed 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 and analysed to support-makes perceptive and clear points that show originality and insight in discussing commonalities and relationships between texts |
| **Structures** | - identifies basic 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 and analyse a 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 and analysis 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 and with discrimination identify a wide and precise 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 and specific language features; sustained and insightful understanding of the effects created-able to appreciate the connections |