

KS3 English Learning Plans: Reading

Learning Plan	Information and ideas: identify and interpret explicit and implicit information and ideas	Language: explain, comment on and analyse how writers use language to achieve effects	Structure: explain, comment on and analyse how writers use structure to achieve effects	Comparison: compare writers ideas and perspectives, as well as how these are conveyed, across two texts	Context: understanding of the context in which a text was written
TPS 6	You make perceptive analysis of whole texts, with a thoughtful range of very relevant quotes to support your discussion of how different meanings are created.	You make perceptive and analytical exploration of how writers use language to achieve specific effects and create meaning, both in the text, and for the reader. You use excellent, accurate English subject-specific terminology to support your analysis.	You make perceptive and analytical discussion of how writers use a range of structural techniques to achieve effects and create meaning. You make strong use of English subject-specific terminology to enhance your discussion.	You make perceptive and analytical comparisons between texts, and between different parts of texts. These comparisons will show an awareness of subtleties and methods used by writers and you are able to make a perceptive points about the comparison of ideas, themes and viewpoints	You make perceptive and analytical links between the context of production of the text, and how a text is received; making perceptive links between the text and its genre (where appropriate).
TPS 5	You can make confident inferences from different parts of a text, linking your ideas together. You use relevant quotes confidently to support a clear line of argument in your responses.	You are confident in analysing how writers use language to achieve effects on a reader, and to create meaning. You are confident in using English subject-specific terminology to describe the language, mainly accurately.	You are confident in exploring how writers use the structure and organisation of a text to achieve an effect on the reader. You are competent in your use of English subject-specific terms, more accurately than not.	You are confident in comparing the different methods writers use in texts and how they are used for effect. You are also confident in comparing the presentation of themes, ideas, viewpoints and characters, and the methods writers use to do this, and the effects on a reader.	You make confident links made between the context of production of the text, and how a text is received, with some exploration of genre where appropriate.
TPS 4	You make competent inferences about different parts of the text. You use usually relevant quotations from different part of the text, usually to support your ideas	You are competent in your explanations of how a writer uses language to create effects, with some discussion of the effect on a reader. You can use English subject words more accurately.	You are competent in your discussion of how a writer uses structure to create meaning, with some discussion of the effect on a reader. You are competent in your use of English subject terms, more accurately than not.	You can make competent comparisons of ideas, and increasingly, themes, in both texts, using a range of coordinating and subordinating conjunctions to develop your ideas.	You can make competent links between a text and its context, showing you understand that different readers have different interpretations.
TPS 3	You can make clear inferences (reading between the lines) with some relevant quotes, or words from the text to support your ideas.	You show clear understanding of the effect on a reader of the language choices a writer makes. You use some English subject terms to help, but not always accurately.	You show clear understanding of the writers' structure choices, with some exploration of effects on a reader. You can use some English subject terms to support your exploration, but not always accurately.	You can make clear comparisons between ideas, and at times, themes, in both texts, using a range of coordinating conjunctions and increasingly complex subordinating conjunctions.	You have a clear understanding of how a text fits into the context of when it was made, and some understanding of how different readers/audiences might see the text at different times.

TPS 2	You make straightforward and obvious points about one or more parts of the text. You can start to use some words taken from the text to support your ideas.	You can make straightforward comments on the effects on a reader of the more obvious language choices. You are starting to use more English subject words, but perhaps not carefully.	You can make straightforward identification of more obvious structural features of how a text is organised, with a straightforward comment on the effect on a reader. You attempt to use English subject words, but not always with a purpose.	You make straightforward and obvious comparisons between ideas in different texts, using a range of coordinating conjunctions to show comparisons.	You have a straightforward understanding of the context of when the text was written and are beginning to make some links between the text and its context.
TPS 1	You make simple points about one part of the text. You can support your ideas by using your own words to re-tell the story of the text.	You can identify simple and obvious language features. You might make an attempt at using English subject words, such as adjective.	You can make simple identification of some simple structural features and how a text is organised, with some simple comment on the effect on the reader.	You attempt to make simple comparisons between ideas in different texts, using some simple coordinating conjunctions to show comparisons.	You have a simple understanding of the context of when the text was written and are aware of the links between the text and its context.