

# Reading



<b>Locate, retrieve and elaborate on information</b>		I can identify and comment on the way that writers create impact through structural and organisational choices		<b>Understand themes and conventions in texts</b>	
I can secure use of skimming, scanning and text marking so research is fast and effective		I can clearly identify various features relating to organisation, with some explanation (e.g. 'each section starts with a question as if he's answering the crowd')		I can evaluate how effectively an author conveys their viewpoint / message	
I can select, collate (put together) and prioritise information drawn from a range of sources		I can use a wide range of vocabulary to support their commentary on the structure of texts (e.g. stanza, rhyme, rhythm, metre, climax, resolution)		I can describe and evaluate authors' use of techniques, justifying interpretations by reference to the text (e.g. explaining my opinions using the text)	
I can sort the relevant from the irrelevant and distinguish between fact and opinion, bias and objectivity		<b>Understand language, technique and style</b>		I can differentiate between fact and opinion, in media texts, detect bias, stereotyping	
<b>Use inference and deduction to make interpretations</b>		I can evaluate and analyse texts including references to aspects of language and language choices		I can understand how authors' purposes and intentions are portrayed, and how attitudes, values and meanings are communicated through a variety of techniques	
I can draw on detail to give full, persuasive answers to questions		I can use an increasing range of technical and other terms in appraising/evaluating texts, such as metaphor, simile, analogy, imagery, style and effect		I can identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports	
I can consider alternative interpretations and select the most plausible/likely		I can analyse how and why the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes		<b>Compare, contrast and evaluate texts</b>	
I can explain implied meanings, making reference to the text		I can explain how choice of language enables the development of meaning beyond the literal/obvious		I can compare and contrast how writers treat similar contexts (e.g. location/time) and themes (ideas)	
I can identify different layers of meaning and comment on their significance and effect		I can begin to identify the characteristics of individual writer's style - and make comments on its effect		I can identify and comment on the way that different writers experiences can influence their treatment of similar themes	
<b>Understand structure, organisation and presentation</b>		I can identify and discuss irony and its effects		I can compare and contrast the development of different characters within their cultural setting	
I can identify the structural and organisational choices the author has made				I can begin to demonstrate choice in the way in which texts are analysed for effect (e.g. choosing to emphasise or compare structure, language, technique)	

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