

Year 9 English Mastery Curriculum

READING

	Skill	Emerging	Developing	Mastered	Ambitious
Term 1	I can make a clear point about a text.	I can make a clear point about the text linked to the task or question.	I can make a relevant point linked to the task or question. My point links to the beginning, middle or end of a text.	I can make a range of relevant points linked to the task or question. My points show how a character/idea changes or develops and signpost where in the text I am referring to.	I can make a range of insightful points linked to the task or question. My points show how a character/idea changes or develops and I clearly signpost where in the text I am referring to.
	I can use quotations to support my ideas.	I can choose a quotation independently that links to my point.	I can pick appropriate quotations to fully support my ideas.	I can choose appropriate quotations and embed these in my analysis.	I embed judicious quotations consistently throughout, guiding the reader through my argument.
	I can analyse and explore writer's craft using accurate terminology.	I can identify simple techniques the writer has used and explain the effect.	I can identify a range of accurate techniques independently and can explain their effects.	I can identify a range of accurate techniques independently and can explain their effects. I can develop my explanations.	I can identify a wide range of techniques independently and can explain their effects with developed explanations and layers of meaning.
Term 2	I can write about the effects on the reader and/or the writer's intentions	I can comment on how a reader responds to characters and ideas in a text.	I can comment on how different readers from different times may respond to a text.	I can comment on how different readers from different times may respond to a text. I can comment on the message the writer is trying to give. I am beginning to use tentative phrases.	I can understand and comment on how successful the writer is in the message they are trying to give. I can give a range of tentative reader responses.
Term 3	I can write about context and how this affects meaning.	I can apply relevant contexts to my analysis of the text as a whole.	I can apply relevant contexts to my analysis of specific parts of the texts.	I am beginning to apply contexts within my paragraphs and how this affects meaning.	I can apply context within my paragraph consistently and understand how this affects meaning and audience responses.
	I can compare texts.	I can write about two different texts. I can identify a similarity or difference.	I can make a simple point about how texts are similar or different. I can use the conjunctions 'both', 'similarly' and 'however'.	I can make a clear point comparing texts. I can use a range of conjunctions to show similarities and differences.	I can make a range of comparisons between texts and am beginning to compare within a single paragraph.