Symphony – English – **Reading**

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Pre - Year 1		
FS EOY Year Level	**30-50mths (emerging) 1**	**40-60mths (emerging) 1**	**ELG (expected/exceeding) 2/3**
Point	1	3	5
Grade	PC	PB	PA
Assessment Milestone	**Step 1**	**Step 2**	**Step 3**
Phonics	• **Shows awareness of rhyme and alliteration** • **Recognises rhythm in spoken words.** • **Recognises familiar words and signs such as own name and advertising logos**	• **Continues a rhyming string** • **Can segment the sounds in simple words and blend them together** • **knows which letters represent some of them** • **Hears and says the initial sound in words** • **Begins to decode phase 2 CVC words and simple sentences**	• **Use phonic knowledge to decode regular words and read them aloud accurately** • **Begins to decode words and simple sentences** with phonics phase 2 / 3
Reading	• **Listens to stories with some attention** • **Listens to and joins in with stories and poems, one-to-one and also in small groups** • **Beginning to be aware of the way stories are structured** • **Suggests how the story might end** • **Shows interest in illustrations and print in books and print in the environment** • **Looks at books independently** • **Handles books carefully** • **Holds books the correct way up and turns pages**	• **Listens to stories with increasing attention and recall** • **Describes main story settings, events and principal characters** • **Knows that print carries meaning and, in English, is read from left to right and top to bottom** • **Enjoys an increasing range of books** • **Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books** • **Knows that information can be retrieved from books and computers** • They listen to stories accurately anticipating key events	• They listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions • **Reads and understand simple sentences** using Phase 3/4 phonemes and tricky words • **Demonstrates understanding when talking with others about what they have read** • They answer 'how' and 'why' questions about their experiences and in response to stories and events • Read some common irregular words phase 2/3

*Key P= Pre-level

Year Group	Year 1		
Point	7	9	11
Grade	1C	1B	1A
Assessment Milestone	**Step 1**	**Step 2**	**Achieved Y1** *Refer to non-statutory guidance for exemplification*
WORD READING	• Apply phonic knowledge and skills as the route to decode words • Reads a range of tricky words on sight • **Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**	• **Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme** • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • **Reads with some fluency without reliance on decoding most words** • **Re-read books to build up their fluency and confidence in reading known texts** • **Reads some Phase 4 common irregular words**	• Read words with contractions [*for example, I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s) • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • **Read common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word • Read other words of more than one syllable that contain taught GPCs
READING COMPREHENSION (appropriate to age-related texts)	• **Shows an understanding of a wide range of poems, stories and non-fiction that has been read and listened** • **Has learned simple rhymes and poems and joins in reciting them with others** • **Draw on what they already know or on background information and vocabulary provided by the teacher** to answer questions • **Regards reading as a pleasurable activity** • Can point to a full stop in a text • Can use pictures (*unprompted*) and texts to identify meaning • With support, can find information to help answer simple literal questions in texts at an appropriate levels (*may be using picture clues, if not prompted*)	• **Recognises the characteristics of key stories, including fairy stories and traditional tales, uses predictable phrases to help retell them** • **Show an understanding of word meanings, through discussion,** linking new meanings to those already known • **Understanding the significance of the title and events within a book Contributes to discussion** (*expressing likes/dislikes*) **and make links to own experiences, background information and vocabulary provided** • Check that the text makes sense to them as they read. • Make inferences on the basis of what is being said and done	• Consider the particular characteristics of what they read and hear read • Predict what might happen on the basis of what has been read so far (*about the plot and/or characters of an unknown story, using the text and other book features*) • Corrects inaccurate reading when prompted • Explain clearly their understanding of what is read to them • Can read aloud and is beginning to use expression to show awareness of punctuation (*may only be a full stop at this stage*) • Can answer simple questions/find information in response to a direct, literal question • Contributes to discussion, expressing opinion about main events and characters in the story (*beyond simply like/dislike e.g. good and bad characters and why*)

GPC = Grapheme-Phoneme Correspondence

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Year Group		Year 2 (page 1 of 2) TAFs in orange (WTS) red (EXS) green (GDS)		
Point		13	15	17
Grade		2C	2B	2A
Assessment Milestone	TAFs covered in previous years	Step 1	Step 2	Achieved Y2 *Refer to non-statutory guidance for exemplification*
WORD READING	• Read aloud many words quickly & accurately without over sounding out or blending	• Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words to decode age appropriate texts accurately. • Sound out many unfamiliar words accurately *(May need support when reading long vowel phonemes that have several representations, for example ai, a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, raid)* • **Recognises common exception words, words with –s, -es, -ing, -ed, -er, -est, endings; and words of more that one syllable containing taught GPCs** • **Recognises and reads words with** contractions *(I'm, I'll, We'll, he's)* **and understands that the apostrophe** represents the omitted letter(s) • **Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently** • Knows the function of full stops when reading aloud. • Can select an appropriate book using the front cover and book title as well as the illustrations and words inside to make reading choices	• Recognises and effortlessly decodes alternative sounds for graphemes • Reads words of two or more syllables • Can read aloud and is able to use expression to show awareness of punctuation, such as .?! • Reads many common exception words	• Reads words with common suffixes and most common exception words, based on what has been taught • Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately • In an age appropriate book reads words accurately and fluently without overt sounding and blending at over 90 words per minute • When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency • Reads most common exception words

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Point		13	15	17
Grade		2C	2B	2A
Assessment Milestone	TAFs covered in previous years	Step 1	Step 2	Achieved Y2 *Refer to non-statutory guidance for exemplification*
READING COMPREHENSION		• Demonstrates understanding of a wide range of poetry, stories and non-fiction that <u>has been read and listened</u> • Demonstrates <u>increasing</u> familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • Can retell an unknown story (*unfamiliar before first reading*) beginning, middle and end (*may only be in simple terms, because of unfamiliarity, but they have the general idea*) • Can identify key ideas and information • Recognises sequences of events in simple texts. • Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them • Makes simple predictions on what might happen based on what has been read so far • Shows an understanding of the meaning of words through discussion and makes links to those already known • Can distinguish between fiction and non-fiction texts • Can provide verbal explanations linked to own experiences, background information, and vocabulary provided • In a familiar book that they can already read accurately and fluently they can check it makes sense • Regards reading as a pleasurable activity.	• Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read <u>independently</u> and more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say • Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • Can locate specific information on a given page in response to a direct question (*such as key events, characters names or key information on a non-fiction page*) • Asks and answers questions appropriately including those based on inferences of what is said / done • Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • Recognises that non-fiction books can be structured in different ways (*non-chronological reports, information poster, letter*) • Checks that the text makes sense, whilst reading, applying phonic knowledge, to correct inaccuracies • Regards reading as a pleasurable activity ® • Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear • Recognise simple recurring literary language in stories and poetry	• Demonstrates understanding of what is read <u>independently</u>, or listened, by drawing on own knowledge, and information and vocabulary provided • Recognises and understands the different structures of non-fiction books that have been introduced (*ie using contents or index pages to locate information in a non-fiction texts*) • Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • Make inferences on the basis of what has been read • Makes predictions on the basis of what has been read so far, using a range of clues (*e.g experience of books written by same author, books on a similar theme, title, cover, blurb*) • Can discuss the characteristics and actions of the characters within a story • Constructs meaning whilst reading independently, self -correcting where the sense of the text is lost • Can provide simple explanations about events or information for example, why a character acted in a particular way) • Can compare similarities and differences between texts/books in terms of characters, settings and themes
END OF YR MASTERY		• All aspects of reading comprehension at the National Standard are embedded • Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose • Plausible inferences and predictions based on what has been read, are offered and explained • New words are understood through the explanation of their meaning, in context and by making links to known vocabulary • Is able to discuss a range of books read during Y2		

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Year Group	Year 3		
Point	19	21	23
Grade	3C	3B	3A
Assessment Milestone	Step 1	Step 2	Achieved Y3 *Refer to non-statutory guidance for exemplification*
WORD READING	• **Can read** <u>some</u> **Year 3/4 common exception words list (20 words plus approximately)** • **Can read independently using a range of strategies appropriately, including decoding to establish meaning**	• **Can read** <u>approximately half of the</u> **Year 3/4 common exception words list (20 words plus)** • **Can read aloud with expression and intonation, taking into account ?,!' for contractions; as well as inverted commas (" ") for dialogue** • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	• **Can read** <u>approximately half of the</u> **Year 3/4 common exception words list (50 words plus)** • **Can read aloud with intonation and expression taking into account a higher standard punctuation including …( ) –** • **Apply their growing knowledge of root words, prefixes and suffixes (as listed in** <u>English Appendix 1</u>**), both to read aloud and to understand the meaning of new words they meet**
READING COMPREHENSION	• **With support, use dictionaries to check the meaning of words that they have read** • **Makes predictions on the basis of what has been read so far, using a range of clues (e.g experience of books written by same author, books on a similar theme, title, cover, blurb) ®** • **Is beginning to identify difference and similarities between fiction genres** • **Can compare similarities and differences between texts/books in terms of characters, settings and themes ®** • **Make inferences on the basis of what has been read ®** • **Understand the job of different punctuation marks (.?!,' " ")** • **Develop a positive attitude to reading by:** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	• **Use contents, indexes and subheadings to find information** • Understands the purpose of a paragraph/chapter • Identify the main features of a wider range of non-fiction text types (e.g instructions, explanations) • **Can make plausible predictions based on knowledge from the text and wider connections** (e.g. books with similar theme, by the same author, or a personal connection the child makes) • **Compare texts with others by the same author** • Can understand straightforward underlying themes and ideas in an appropriate level text • **Beginning to distinguish between fact and opinion in texts** • **Summarise and explain the main points from a text, referring back to the text to support this**	• **Can use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters** • **Can identify the language features of some different text types** (e.g. language used in a recount is different to that of language used in a set of instructions) • **Begin to predict what will happen and why events and actions have happened using evidence from the text** (e.g. why a character behaves in a certain way) • Can identify themes and conventions in a wide range of books • **Can empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act** • **Can use clues from action, description and dialogue to establish meaning** • **Can comment on the author's choice of the words and phrases to create mood and build tension or paint a picture**

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Year Group	Year 4 TAFs are in red type		
Point	25	27	29
Grade	4C	4B	4A
Assessment Milestone	**Step 1**	**Step 2**	**Achieved Y4** *Refer to non-statutory guidance for exemplification*
WORD READING	• **Can read** <u>approx half</u> **of the Year3/4 common exception words list ®** • **Can read a range of standard appropriate texts fluently and accurately** • **Can skim and scan to identify key ideas in a text**	• **Can read** <u>most</u> **of the Year 3/4 common exception words list** • **Apply their growing knowledge of root words, prefixes and suffixes when reading new words** • **Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech**	• **Can read** <u>vast majority if not all</u> **of the Year3/4 common exception words list** • **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in** <u>English Appendix 1</u>**, both to read aloud and to understand the meaning of new words they meet** • **Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account**
READING COMPREHENSION	• **Read texts that are structured in different ways for a range of purposes** • Can locate information by skimming and scanning (*e.g to locate specific information or to form a general impression*) • **Is able to quote directly from the text to support thoughts and discussions** • **Predict what might happen from details stated and implied** • **Can use text marking to support retrieval of information or ideas from texts** (*highlighting, underlining or making notes*) • **Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and their actions** • Can discuss reasons for action and events based on evidence • Understand that different kinds of sentences can affect the meaning	• **Can use knowledge of text structure to locate specific information** (*e.g. headings, sub-headings, chapters in non-fiction, find relevant paragraph/chapter in fiction*) • **When prompted, can justify and elaborate on opinions and predictions referring back to the text for evidence** • **Can quote directly from the text to answer questions** • **Can read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way the act** • **Can identify the viewpoint from which a story is told and how this affects the readers' response** (*e.g. author's bias*) • **Can understand and explain different characters' points of view** • **Can discuss how characters are built from small details** • Can recognise how a character is presented in different ways and respond to this, with reference to the text • Identify and explain the difference between fact and opinion • **Recognise some different forms of poetry (for example, free verse, narrative poetry)** • **Identify main ideas drawn from more than one paragraph** • **Use dictionaries to check the meaning of words that they have read, independently** • **Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary**	• **Can locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes** • **Can refer to the text to support opinions and predictions** (*e.g. summing up what has been found, state thoughts, find evidence to support views*) • **Can begin to use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts** • Can discuss how an author builds a character through dialogue, action and description and the relationship between characters explaining the effects this has on the reader • **Can talk about the effects of different words and phrases to create different images and atmosphere**(*verbs, adjectives and adverbs*) • **Can talk about the authors' choice of language and its effect on the reader in different non-fiction texts** (*e.g. Heroic Headteacher saves pupil*) • **Can identify the ways in which paragraphs are linked** (*e.g connecting adverbs and pronouns for continuity*) • **Ask questions to improve their understanding of a text** • **Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

	(short sentences for impact or to create pace)	• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	• **Can identify and discuss the various features of fiction genres** (*e.g, science fiction, adventure, mystery, fable, myth*)

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Year Group	Year 5 TAFs are in red type		
Point	31	33	35
Grade	5C	5B	5A
Assessment Milestone	Step 1	Step 2	Achieved Y5 *Refer to non-statutory guidance for exemplification*
READING WORDS	• Can read <u>some</u> of the Year 5/6 common exception words list (20 words approx)	• **Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.** • Can understand and explain the function of punctuation …( ) – apostrophe for omission and possession and "" for direct speech. • **Can begin to work out the meaning of unknown words by the way they are used in context.**	• Can read <u>approximately half</u> of common exception words list (50 words approx) • **Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>** • Can understand and explain the function of <u>sophisticated</u> punctuation **: ;** • **Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.**
READING COMPREHENSION	• **Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction** • **Can compare the structure of different stories and discover how they differ in pace, build up, sequence, conflict and resolution** • **Can compare and talk about the structures and features of a range of non-fiction texts** • **Can discuss the work of some established authors and knows what is special about their work** (*e.g Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly), Roald Dahl – fantasy/humour*) • **Identify how language, structure, and presentation contribute to meaning** • Make comments supported by some generally relevant textual reference or quotation.	• **Recommends books to others based on own reading preferences, giving reasons for choice** • Can make comparisons within books and identify features common to different texts or versions of the same text • **Identify themes and conventions in a wide range of books** • Identify some basic features of organisation at text level • **Can understand how figurative language** (*similes, metaphors, personification*) **creates images for the reader**. • Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content • **In non-fiction, retrieve, record and present information to the reader** from a range of sources • Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint • **Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context**	• Can understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (*e.g The Gingerbread Man, The Very Hungry Caterpillar, Oliver Twist*) • Can comment on the quality and usefulness of a range of texts and explain clearly to others • Can comment on the success of texts in provoking particular responses e.g crying, laughter, sadness, anger • Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this • Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements • Can explain a characters' motive throughout a story and use evidence from the text to back up opinions • With confidence can identify the view point of a text and how this impacts on the reader • **Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence** • **Identify main ideas drawn from more than one paragraph and summarise these** *using quotations for illustration* • Can refer to the text to support predictions and opinion (*e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views*) • Can skim and scan non-fiction text <u>at speed</u> for research

	• Understand the difference between open and closed questions	• Can explore alternatives that could have occurred in texts (*e.g. different endings*)	

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Year Group		Year 6 TAFs are in red type		
Point		37	39	41
Grade		6C	6B	6A
Assessment Milestone	TAFs covered in previous years	**Step 1**	**Step 2**	**Achieved Y6** *Refer to non-statutory guidance for exemplification*
WORD READING		• **Can read more than half of Year 5/6 common exception words list (50+ words)** • **Can work out the meaning of unknown by the way that they are used in context** • **Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books**	• Can read **majority of** Year 5/6 common exception words list (80+ words) • **Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience**	• Can read **vast majority if not all of the** Year 5/6 common exception words list • **Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 ®**
READING COMPREHENSION	• **Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs)** • **Identify main ideas drawn from more than one paragraph and summarise these *using quotations for illustration*** • **In non fiction, retrieve, record and present information to the reader from a range of sources** • **Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence**	• Can explore texts to support and justify predictions and opinions (*Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience*) • Skim read all text types to establish meaning • **Ask questions to enhance their understanding of the text** • Can discuss the difference between literal and figurative language and the effects of imagery • Can discuss the message a text has about our society, a particular culture or traditions from the past • **Distinguish between statements of fact and opinion; and in non-fiction** • Identify viewpoint in text, with some, often limited, explanation • **Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction**	• Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including poetry, prose, fiction and non-fiction • Can evaluate relationships between characters (*e.g how they behave in different ways with different characters in different settings*) • Can recognise the use of irony and comment on the writer's intention (*e.g. sarcasm or insincerity*) • Can discuss how the historical, social or cultural context of a text can affect its meaning and how it can change over time • Can discuss the purpose, audience and organisation of different fiction/non-fiction texts evaluating their success • **Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions** • **Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others**	• **Makes predictions based on details rooted in the text (*stated and implied*)** • **Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.** • **Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing** • **Explains how language, structure and presentation contribute to meaning and effect of a text** • **Comments on how language, including figurative language and irony, is used to contribute to meaning** • **Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary** • Can identify and explain the writer's viewpoint with reference to the text • Can comment on how specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of events • Identify some basic features of organisation at text level (*going beyond the obvious in fiction such as flashbacks and forwards and in non-fiction looking at devices and decisions the writer has made in multi-genre texts*) • **Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph** • **Is able to make comparisons within and across different texts** • **Has learnt a wide range of poetry by heart**

Symphony Assessment System – English – **Reading**

Year Group	Beyond Year 6		
Point	43	45	47
Grade	7C	7B	7A
Assessment Milestone	Step 1	Step 2	Achieved Y6 _Refer to non-statutory guidance for exemplification_
Thresholds	4-6 descriptors	7-10 descriptors	11-13 descriptors
READING COMPREHENSION	• Can use quotations and text references to support ideas and arguments • Can combine information from different sources to produce meaningful information • Can identify the different layers of meaning in the text. (e.g a war story might tell about life in the trenches but also the regime of a nation/propaganda e.g. WWII and Hitler) • Can identify the language associated with different viewpoints and how this can affect the meaning e.g. Some people believe, On the other hand, One way of looking at this) • Can comment on how inferences can be different depending on the experiences of the reader (e.g. an evacuee or survivor of a war verses solider/dictator or someone who has not experienced war first hand) • Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement • Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning • Detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text • Comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas • Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder' • Main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'. • Viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person' • The effect on the reader clearly identified, and how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete' • Some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing		

| | • Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time |