| Level      | Reading with Engagement<br>Speaking and Listening   | Comprehension   | Comment, Explain, Analysis<br>PETRR paragraphs  | Disciplinary Literacy   |
|------------|---|---|---|---|
| Emerging   | Some focus to read and follow<br>along for up to 30 minutes.<br>Requires regular prompts and<br>guidance.<br>Begins participation in<br>discussion. | Shows <b>some straightforward</b><br><b>understanding</b> of key aspects of<br>the novel, characters, and key<br>themes.                                | Can write a <b>basic point</b> supported by<br><b>some direct</b> or general reference,<br>evidence or quotation.<br>Makes <b>basic</b> or <b>some straightforward</b><br><b>comments</b> on writers' meaning.  | Some straightforward<br>accurate use and<br>application of literary<br>concepts and key terms.  |
| Developing | Increasing focus to read and<br>follow along for up to 30 minutes<br>with occasional prompts and<br>guidance.<br>Some participation in discussion.  | Shows <b>straightforward</b> and <b>some</b><br><b>developed understanding</b> of key<br>aspects of the novel, characters,<br>and key themes.           | Can write a <b>straightforward point</b><br>supported by <b>direct</b> reference,<br>evidence or quotation.<br>Makes <b>straightforward</b> comments or<br>explanations of the writers' use of<br>language, structure and meaning.  | Accurate and some varied<br>use and application of<br>literary concepts and key<br>terms.       |
| Securing   | Secure engagement to read and<br>follow along for up to 30<br>minutes.<br>Regular and confident<br>participation in discussion.                     | Shows <b>secure</b> and <b>developed</b><br><b>understanding</b> of key aspects of<br>the novel, characters, and key<br>themes.                         | Can write accurate points and begins<br>to select a range of direct evidence or<br>quotations from across the text to<br>support and develop ideas.<br>Develops comments, explanation and<br>analysis of the writers' use of language,<br>structure and meaning.  | Accurate, developed and<br>varied use and application<br>of literary concepts and key<br>terms. |
| Excelling  | <b>Sustained engagement</b> to read<br>and follow along for up to 30<br>minutes.<br>Confident and assured<br>participation in discussion.           | Shows <b>sustained</b> , <b>thoughtful</b> and<br><b>emerging critical understanding</b><br>of key aspects of the novel,<br>characters, and key themes. | Can write <b>well-developed thoughtful</b><br><b>points</b> supported by a <b>range</b> of <b>well-<br/>chosen direct</b> evidence or quotations<br>from across the <b>whole</b> text to <b>sustain</b><br>ideas and interpretations.<br><b>Develops</b> and <b>sustains</b> comments,<br>explanations and analysis of the<br>writers' use of language, structure and<br>meaning. | Sustained and wide-<br>ranging use and application<br>of literary concepts and key<br>terms.    |

## KS3 Year 8 Pupil Progress Level Descriptors

| Level      | Reading with Engagement          | Comprehension                     | Comment, Explain, Analysis                | Disciplinary Literacy            |
|------------|----------------------------------|-----------------------------------|---|----------------------------------|
|            | Speaking and Listening           |                                   | PETRR paragraphs                          |                                  |
| Emerging   | Limited focus to read and follow | Shows <b>some basic</b>           | Can write a <b>simple</b> or <b>basic</b> | Basic or straightforward use and |
|            | along for up to 30 minutes.      | straightforward understanding     | supported by a <b>general</b>             | application of literary concepts |
|            | Requires regular prompts and     | of key aspects of the novel,      | reference, evidence or                    | and key terms.                   |
|            | guidance.                        | characters, and key themes.       | quotation.                                |                                  |
|            | Begins to participate in         |                                   | Makes generalised basic                   |                                  |
|            | discussion.                      |                                   | comments on writers' meaning.             |                                  |
|            | Some focus to read and follow    | Shows straightforward             | Can write a straightforward               | Some accurate and secure use     |
| Developing | along for up to 30 minutes with  | understanding of key aspects of   | point supported by some direct            | and application of literary      |
|            | occasional prompts and           | the novel, characters, and key    | reference, evidence or                    | concepts and key terms.          |
|            | guidance.                        | themes.                           | quotation.                                |                                  |
|            | Some participation in            |                                   | Begins to make straightforward            |                                  |
|            | discussion.                      |                                   | <b>comments</b> on writers' meaning.      |                                  |
|            | Increasing and secure            | Shows secure and some             | Can write an accurate point               | Accurate, secure and some        |
| Securing   | engagement to read and follow    | developed understanding of key    | supported by <b>direct</b> reference,     | varied use and application of    |
|            | along for up to 30 minutes.      | aspects of the novel, characters, | evidence or quotations from               | literary concepts and key terms. |
|            | Regular and often confident      | and key themes.                   | across the text.                          |                                  |
|            | participation in discussion.     |                                   | Begins to comment, explain and            |                                  |
|            |                                  |                                   | analyse the writers' use of               |                                  |
|            |                                  |                                   | language, structure and                   |                                  |
|            |                                  |                                   | meaning.                                  |                                  |
|            | Secure and sustained             | Secure, developed and some        | Can write <b>accurate</b> and             | Well-developed and varied use    |
| Excelling  | engagement to read and follow    | thoughtful understanding of key   | developed points supported by a           | and application of literary      |
|            | along for up to 30 minutes.      | aspects of the novel, characters, | range of direct evidence or               | concepts and key terms.          |
|            | Confidently participates in      | and key themes.                   | quotations from across the                |                                  |
|            | discussion.                      |                                   | whole text.                               |                                  |
|            |                                  |                                   | Develops comments, explanation            |                                  |
|            |                                  |                                   | and analysis of the writers' use of       |                                  |
|            |                                  |                                   | language, structure and                   |                                  |
|            |                                  |                                   | meaning.                                  |                                  |

## KS3 Year 7 Pupil Progress Level Descriptors

| Level      | Reading with Engagement   | Comprehension   | PETRR paragraphs  |   | Disciplinary Literacy  |
|------------|---|---|---|---|--|
|            | Speaking and Listening  |   | Point and Evidence  | Comment, Explain,<br>Analysis   |  |
| Emerging   | Limited focus to read and<br>follow along for up to 30<br>minutes.<br>Requires regular prompts<br>and guidance.   | Shows <b>basic</b> or <b>simple</b><br><b>understanding</b> of key<br>aspects of the novel,<br>characters, and key<br>themes. | Can write a <b>general point</b><br>supported by a general<br>reference, evidence or<br>quotation.                                  | Makes <b>generalised</b> or <b>simple comments</b> on writers' meaning.             | <b>Limited</b> or <b>basic</b> use and application of literary concepts and key terms.             |
| Developing | Some focus to read and<br>follow along for up to 30<br>minutes with occasional<br>prompts and guidance.<br>Begins to participate in<br>discussion.        | Shows some<br>straightforward<br>understanding of key<br>aspects of the novel,<br>characters, and key<br>themes.              | Can write a <b>simple</b> or<br><b>basic point</b> supported by<br><b>some direct</b> reference,<br>evidence or quotation.          | Makes <b>basic</b><br><b>undeveloped</b><br><b>comments</b> on writers'<br>meaning. | Straightforward and some<br>accurate use and<br>application of literary<br>concepts and key terms. |
| Securing   | Increasing engagement to<br>read and follow along for<br>up to 30 minutes.<br>Some regular participation<br>in discussion.                                | Shows straightforward and<br>some secure<br>understanding of key<br>aspects of the novel,<br>characters, and key<br>themes.   | Can write <b>straightforward</b><br>and <b>accurate point</b><br>supported by <b>direct</b><br>reference, evidence or<br>quotation. | <b>Begins</b> to comment and explain the writers' meaning.                          | Accurate and some varied<br>use and application of<br>literary concepts and key<br>terms.          |
| Excelling  | Secure and sustained<br>engagement to read and<br>follow along for up to 30<br>minutes.<br>Regular and often<br>confident participation in<br>discussion. | Shows secure and some<br>developed understanding<br>of key aspects of the novel,<br>characters, and key<br>themes.            | Can write <b>accurate points</b><br>supported by <b>direct</b><br>evidence or quotations<br>from across the <b>whole</b><br>text.   | <b>Develops</b> comments,<br>explanation and analysis<br>of the writers' meaning.   | Secure and varied use and application of literary concepts and key terms.                          |