

## KS3 English Diagnostic Assessment Tool – Reading

Domain Area	Personal Engagement, Voice and Experimentation	Making Meaning	Contextual Understanding	Summary, Synthesis and Comparison on Content	Language	Structure	Comparison and Evaluation of Methods	Use of Evidence and Technical Vocabulary
	Engagement	Comprehension			The Writer's Craft			
GCSE AOS	Lang: AO1/4 Lit: AO1	Lang: AO1 Lit: AO1	Lang: AO4, AO3 Lit: AO3	Lang: AO1, AO3 Lit: AO1	Lang: AO2 Lit: AO2	Lang: AO2 Lit: AO2	Lang: AO3/4 Lit: AO1	Lang: AO2/4 Lit: AO1/2
Above ARE Year 9 (5)	<p>Evaluate texts and elements of texts, actively seeking out new texts based on links, connections, interests and needs and justifying preferences and choices</p> <p><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></p> <p>Empathise with characters' and writers' feelings, showing understanding of emotions that are multi-layered and complex.</p>	<p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning.</i></p> <p>Build a coherent interpretation of explicit and implied meanings, and check that text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring alternative perspectives.</p>	<p>Analyse why a writer has chosen to use certain forms, genres or levels of formality within a text and how these affect the reader.</p> <p>Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning.</p>	<p>Select and summarise and compare the presentation of information, ideas and/or abstract themes (e.g. the theme of love, in contrasting poems).</p> <p>Recall ideas, and skim and scan to extract information to justify and evidence an argument, making choices about content, presentation and organization of notes.</p>	<p>Discuss and analyse how the writer uses language, including the cumulative use of figurative language (e.g. extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions.</p>	<p>Analyse how writers' presentation, organization of texts and structure features affect the reader and reflect writer's purpose.</p> <p>Explore the ways the writer has developed a character, key theme or argument throughout the text, using evidence to explain.</p>	<p>Compare and evaluate a self-selected range of writers' methods, arguing for or against possible reader responses/writers' intentions.</p>	<p>Draw together evidence from a range of places to back up their ideas about explicit and implicit meaning.</p> <p>Use a range of analytical vocabulary, choosing when to use terminology to analyse the writers'/speakers' methods.</p>
ARE Year 9 (4)	<p>Evaluate texts and elements of texts, actively seeking out new texts based on links, connections, interests and needs and justifying preferences and choices.</p> <p><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</i></p> <p>Show understanding and empathise with characters' and writers' feelings that go beyond their own experiences of the world.</p>	<p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning.</i></p> <p><b>Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist</b></p>	<p>Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader.</p> <p>Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning.</p>	<p>Select and summarise information and abstract themes, (e.g. love, friendship, truth) and compare similarities and differences in main ideas and information.</p> <p>Recall ideas, and skim and scan to extract information about a chosen focus, including abstract themes, making choices about content, presentation and organisation of notes.</p>	<p>Discuss and analyse how the writer uses language to build meaning across a text, explaining the effect on the reader, and what this suggests about writer's intentions.</p>	<p>Recognise and explain how the presentation, organisation of the text/s and specific structural features affect the reader.</p> <p>Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop.</p>	<p>Discuss and compare the impact of writers' methods within and across texts, considering the intended impact on the reader.</p>	<p>Draw together evidence from a range of places to back up their ideas about explicit and implicit meaning.</p> <p>Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods.</p>
ARE Year 8 (3)	<p>Evaluate and recommend texts and elements of texts (such as character, plot, endings etc.) based on personal opinions with clear reference to the content of texts and other texts they have read to justify their responses.</p> <p><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</i></p> <p>Show understanding and empathise with the characters' or writers' feelings in familiar contexts, linking wider experiences to the text.</p>	<p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning.</i></p> <p>Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist.</p>	<p>Comment on form and genre, recognising generic features and shifts in formality.</p> <p>Explore how the context in which texts are set and written can alter meaning.</p> <p>Differentiate between writers' use of fact and opinion to influence readers.</p>	<p>Select and summarise the main information in a text and similarities and/or differences between texts in their own words.</p> <p>Recall ideas, and skim and scan to extract information about a given focus, making choices about content, presentation and organisation of notes</p>	<p>Discuss how writers use language, including figurative language at word and phrase level, explaining the impact on the reader.</p>	<p>Recognise and comment on a writer's presentation, organisation of a text and use of main structural features and how these guide the reader.</p> <p>Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these.</p>	<p>Discuss and compare writers' methods and choices (e.g. use of character viewpoint, dialogue, structural features, presentation, choice of vocabulary), considering the impact on the reader.</p>	<p>Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader.</p> <p>Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods.</p>

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ARE Year 7 (2)	<p>Evaluate and recommend texts based on personal opinions and experiences, providing reasoned justification for their views</p> <p>Show understanding of different characters' and writers' feelings, views and motivations, e.g. discuss the writer's point of view in a persuasive text.</p> <p>Participate in discussions about texts building on their own and others' ideas and challenging views courteously.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Choose appropriate strategies to make sense of texts independently, e.g. re- reading; asking questions; discussing understanding; inferring meaning; making predictions</p> <p>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning.</p>	<p>Recognise texts that contain features from more than one genre or demonstrate shifts in formality</p> <p>Explain and justify how texts relate to audience, purpose, time and culture and refer to specific aspects of texts that exemplify this</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.</p>	<p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p> <p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation, reference and own words.</p> <p>Make comparisons within and across books.</p>	<p>Discuss how writers use language, including figurative language, considering the impact on the reader.</p> <p>Track individual characters, ideas and themes through the text.</p>	<p>Explore how structural/presentational choices support the writer's intentions, e.g. how the use of flashback slowly reveals information about the character's past.</p>	<p>Discuss and compare writers' methods and choices (, e.g. use of character viewpoint, dialogue, flashback, description of setting) in different texts.</p>	<p>Refer to the text to support ideas and opinions, justifying inferences with evidence</p> <p>Use of technical vocabulary to discuss texts, e.g. metaphor, simile, analogy, imagery, ellipses, bullet points, style, effect</p>
Stage 5 (1)	<p>Understand and articulate why they have certain preferences about texts, with reasons, e.g. 'I don't like books with a girl as the main character because I find it harder to imagine myself in the story.'</p> <p>Show understanding of different characters' feelings, views and motivations, e.g. compare and discuss accounts of the same event through different character viewpoints.</p> <p>Participate in discussions about texts building on their own and others' ideas and challenging views courteously.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Choose appropriate strategies to make sense of texts mostly independently, e.g. re- reading; asking questions; discussing understanding; inferring meaning; making predictions.</p> <p>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</p>	<p>Identify and discuss themes and conventions of genre in a range of texts.</p> <p>Make simple links between texts, their audience, purpose, time and culture, e.g. 'both these texts are about how awful workhouses in Victorian times.'</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p>	<p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts.</p> <p>Make comparisons within and across books</p>	<p>Discuss and evaluate the intended impact of the language used with reference to the text, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense'.</p> <p>Make links between the authors' use of language and the inferences drawn e.g. "inked up" is a good way of describing how the blackberries go to a bluey black colour as they ripen'.</p> <p>Track a character's development with reference to the text</p>	<p>Comments on effect or reasons for structural/presentational choices, e.g. 'it tells you all things engineers can do then the last section explains how to get into engineering.'</p>	<p>Identify methods common to different texts with simple comment, e.g. 'both of these books look at a problem from the point of view of a child'.</p>	
Stage 4	<p>Comment on specific personal preferences, such as genre, character or author, giving reasons, e.g. 'I like books by David Walliams because...'</p> <p>Take on the role of a character (in discussion, performance or writing) showing understanding of their feelings and point of view, e.g. hot-seating, diary extract.</p> <p>Participate in discussions, responding to and challenging the views of others</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw accurate inferences, supported through reference to the text</p>	<p>Comment on themes and conventions of genre in texts, e.g. 'I know George is the hero in this text because...'</p> <p>Make links between texts and to the wider world, e.g. 'I know this text is set in America because they say sneakers.'</p> <p>Recognise and distinguish between fact and opinion.</p>	<p>Relevant points and main ideas identified and summarized.</p> <p>Locate and retrieve information using skimming, scanning and text marking.</p> <p>Most relevant comparison between texts identified and explained</p>	<p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader e.g. 'All the questions make you want to find out what happens next.'</p> <p>Comments on a writer's language choices, e.g. 'Disgraceful is a good word to use to show he is upset.'</p>	<p>Structural and presentational choices identified with comment e.g. 'he describes the party first and then goes back to tell you why the child was there.'</p> <p>Track a character's development across a text.</p>	<p>Recognise simple methods common to different texts, e.g. characters, settings, dialogue</p>	<p>Comments include mostly relevant textual reference or quotation</p> <p>Use of technical vocabulary to discuss texts, e.g. determiner pronoun, possessive pronoun, adverbial, bullet points</p>