

Subject: English – Reading PO1

	PO1: Identify and interpret explicit and implicit information and ideas.	How to arrive at a pathway:
Exceptional performance	Select and synthesise evidence from different texts.	
	<ul style="list-style-type: none"> • Clear explained response to task and whole text • Effective use of reference to support explanation 	<p>At the top of the pathway a student will: make clear inferences and interpretations, drawing on a repertoire of reading strategies in order to analyse, compare and respond to layers of meaning. Clear use of quotations to support relevant and valid comments with detailed analysis of textual evidence.</p> <p>At the bottom of the pathway a student will: Make consistently relevant inferences to explore different layers of meaning within a text. Most comments supported by valid textual detail from an increasing range of texts.</p>
Pathway 1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments 	<p>At the top of the pathway a student will: make consistently relevant inferences to explore different layers of meaning within a text. Most comments supported by valid textual detail from an increasing range of texts.</p> <p>At the bottom of the pathway a student will: make some relevant inferences which attempt to explore layers of meaning within a text. An increasing number of comments are supported by textual detail from more than one text</p>
	<ul style="list-style-type: none"> • Some relevant inferences to recognise implicit meanings. • Some comments supported by textual detail from a text or source. 	<p>At the top of the pathway a student will: attempt to make some relevant inferences to recognise implicit meanings. Some comments supported by textual detail from a text or source.</p> <p>At the bottom of the pathway a student will: have pathway 3 and be starting to attempt to make some relevant inferences to recognise implicit meanings. Some comments supported by textual detail from a text or source.</p>
Pathway 3	<ul style="list-style-type: none"> • Simple comments relevant to task and text • Reference to relevant detail 	<p>At the top of the pathway a student will: make simple inferences to recognise explicit meaning. Simple reference to textual detail (not always valid).</p> <p>At the bottom of the pathway a student will: make limited inferences (Offers paraphrase rather than inference). Textual evidence is brief and only partially relevant.</p>