

KNOWLEDGE AND UNDERSTANDING			ANALYSIS		APPLICATION			COMMUNICATION		
<b>A</b>	<b>KU1</b> Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts.	<b>KU2</b> Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques and conventions to make meaning.	<b>KU3</b> Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences.	<b>An1</b> Analysis of complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar and unfamiliar texts.	<b>An2</b> Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar contexts.	<b>Ap1</b> Use of a range of sophisticated language skills to analyse and solve simple and complex problems, and to demonstrate creativity.	<b>Ap2</b> Detailed and appropriate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses.	<b>Ap3</b> Location, recording, analysis, use, and synthesis of knowledge relevant to familiar and unfamiliar contexts.	<b>C1</b> Fluent and precise writing and speaking.	<b>C2</b> Use of appropriate style and structure for a range of mainly unfamiliar audiences and for varied purposes.
<b>B</b>	<b>KU1</b> Knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts.	<b>KU2</b> Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques and conventions to make meaning.	<b>KU3</b> Knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences.	<b>An1</b> Analysis of some complex connections between personal experiences, ideas, values, and beliefs, and those explored in familiar, and some unfamiliar, texts.	<b>An2</b> Analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, contexts.	<b>Ap1</b> Use of a range of language skills to solve simple and complex problems, and to demonstrate creativity.	<b>Ap2</b> Use of evidence from texts to support conclusions, with textual references incorporated in responses.	<b>Ap3</b> Location, recording, analysis, use, and occasional synthesis of knowledge relevant to mostly familiar contexts.	<b>C1</b> Mostly fluent and precise writing and speaking.	<b>C2</b> Use of appropriate style and structure for a range of mostly familiar audiences and purposes.
<b>C</b>	<b>KU1</b> Knowledge and understanding of some simple ideas, values, or beliefs in familiar texts (e.g. identifies relevant information from a range of written texts).	<b>KU2</b> Knowledge and understanding of a number of ways in which the creators and readers of a narrow range of familiar texts use some language techniques and conventions to make meaning (e.g. reads a range of texts, noting key differences of presentation and layout).	<b>KU3</b> Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences (e.g. identifies purpose and audience of texts).	<b>An1</b> Analysis of simple connections between personal experiences, ideas, values, and beliefs, and those explored in familiar texts (e.g. explicitly connects new ideas/information with own knowledge, using techniques such as anecdotes and analogies).	<b>An2</b> Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar contexts (e.g. recognises that the author selects the structure of a text to serve a particular purpose).	<b>Ap1</b> Use of language skills to solve routine problems in familiar contexts or to demonstrate creativity (e.g. writes a short formal letter, outlining instructions for a particular purpose such as closing a bank account).	<b>Ap2</b> Competent use of evidence from texts to support conclusions (e.g. reads short, simple narrative of choice and discusses how text reflects author's opinion).	<b>Ap3</b> Location, recording, and occasional analysis, and use of knowledge relevant to a familiar context (e.g. reads and interprets diagrammatic/graphic texts that are unambiguously presented).	<b>C1</b> Generally fluent and functional writing and speaking.	<b>C2</b> Use of an appropriate style and structure for familiar audiences and purposes (e.g. produces a range of familiar text types, with appropriate structures; uses vocabulary with increasing precision to show how words carry particular shades of meaning).
<b>D</b>	<b>KU1</b> Identification of some simple ideas, values, or beliefs in some familiar texts.	<b>KU2</b> Knowledge and understanding of some of the ways in which the creators and readers of a narrow range of familiar texts use language techniques and conventions to make simple or factual meaning.	<b>KU3</b> Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.	<b>An1</b> Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts.	<b>An2</b> Reference to some ways in which authors of familiar texts use language techniques to influence opinions and decisions in familiar contexts.	<b>Ap1</b> Use of a restricted range of language skills to solve simple problems in familiar contexts or to demonstrate some creativity.	<b>Ap2</b> Some use of evidence from familiar texts to support conclusions.	<b>Ap3</b> Location, recording, and use of factual knowledge relevant to a familiar context.	<b>C1</b> A level of fluency in writing and speaking in personally relevant situations.	<b>C2</b> Use of appropriate style and structure for a narrow range of familiar audiences and purposes.
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<b>C</b>	<b>KU1</b> Knowledge and understanding of some simple ideas, values, or beliefs in familiar texts (e.g. identifies relevant information from a range of written texts).	<b>KU2</b> Knowledge and understanding of a number of ways in which the creators and readers of a narrow range of familiar texts use some language techniques and conventions to make meaning (e.g. reads a range of texts, noting key differences of presentation and layout).	<b>KU3</b> Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences (e.g. identifies purpose and audience of texts).	<b>An1</b> Analysis of simple connections between personal experiences, ideas, values, and beliefs, and those explored in familiar texts (e.g. explicitly connects new ideas/information with own knowledge, using techniques such as anecdotes and analogies).	<b>An2</b> Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar contexts (e.g. recognises that the author selects the structure of a text to serve a particular purpose).	<b>Ap1</b> Use of language skills to solve routine problems in familiar contexts or to demonstrate creativity (e.g. writes a short formal letter, outlining instructions for a particular purpose such as closing a bank account).	<b>Ap2</b> Competent use of evidence from texts to support conclusions (e.g. reads short, simple narrative of choice and discusses how text reflects author's opinion).	<b>Ap3</b> Location, recording, and occasional analysis and use of knowledge relevant to a familiar context (e.g. reads and interprets diagrammatic/graphic texts that are unambiguously presented).	<b>C1</b> Generally fluent and functional writing and speaking.	<b>C2</b> Use of an appropriate style and structure for familiar audiences and purposes (e.g. produces a range of familiar text types, with appropriate structures; uses vocabulary with increasing precision to show how words carry particular shades of meaning).
<b>D</b>	<b>KU1</b> Identification of some simple ideas, values, or beliefs in some familiar texts.	<b>KU2</b> Knowledge and understanding of some of the ways in which the creators and readers of a narrow range of familiar texts use language techniques and conventions to make simple or factual meaning.	<b>KU3</b> Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences.	<b>An1</b> Reference to simple connections between uncomplicated personal experiences, ideas, values, and beliefs, and those explored in familiar texts.	<b>An2</b> Reference to some ways in which authors of familiar texts use language techniques to influence opinions and decisions in familiar contexts.	<b>Ap1</b> Use of a restricted range of language skills to solve simple problems in familiar contexts or to demonstrate some creativity.	<b>Ap2</b> Some use of evidence from familiar texts to support conclusions.	<b>Ap3</b> Location, recording, and use of factual knowledge relevant to a familiar context.	<b>C1</b> A level of fluency in writing and speaking in personally relevant situations.	<b>C2</b> Use of appropriate style and structure for a narrow range of familiar audiences and purposes.
<b>E</b>	<b>KU1</b> Identification of a simple idea in a highly familiar text.	<b>KU2</b> Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or convention to make factual meaning.	<b>KU3</b> Knowledge of the ways in which highly familiar texts are composed for personally relevant purposes and highly familiar audiences.	<b>An1</b> Recognition of a simple connection between a straightforward personal experience, idea, value, or belief, and that explored in a highly familiar text.	<b>An2</b> Reference to the way in which an author uses language techniques to influence opinions and decisions in a highly familiar context.	<b>Ap1</b> Use of a restricted range of language skills to solve simple problems in highly familiar contexts or to demonstrate creativity.	<b>Ap2</b> Some use of evidence from highly familiar texts to support a simple conclusion.	<b>Ap3</b> Location, recording, or use of factual knowledge relevant to a highly familiar context.	<b>C1</b> Beginning of development of fluent writing and speaking in personally relevant situations.	<b>C2</b> Use of appropriate style and structure for a narrow range of highly familiar audiences and purposes.