



English Literature progression framework

The following statements indicate the expected standard of progression within each strand of the Assessment Objectives.
Each statement builds on the achievement shown in the lower row(s).
Please note, AO4 which focuses on the quality of writing is not included in this framework which has a focus on reading skills.

	AO1.1 Understand and respond – critical style	AO1.2 Understand and respond – textual references	AO2.1 Analyse language, with subject terminology	AO2.2 Analyse form and structure, with subject terminology	AO3 Relationships and contexts
	Maintain a critical style and develop an informed personal response when reading, understanding and responding to texts.	Use textual references, including quotations, to support and illustrate interpretations when reading, understanding and responding to texts.	Analyse the language used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Analyse the form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Show understanding of the relationships between text(s) and the contexts in which they were written.
Exceeding	1. Gives an evaluative, investigative, logical response to the task and the extract/poem(s)/wider text. 2. Shows convincing understanding.	1. Uses thoughtful, specific, interwoven, supporting evidence.	1. Gives a critical examination of a writer's/writers' use of language. 2. Investigates some effects of language on the reader. 3. Uses subject terminology thoughtfully and appropriately.	1. Gives a critical examination of a writer's/writers' use of form and/or structure. 2. Investigates some effects of form and/or structure on the reader. 3. Uses subject terminology thoughtfully and appropriately.	1. Some investigation of writer's/writers' viewpoint(s) related to contextual factors. 2. Gives informative and detailed comments on relationships.
Mastering Level 3	1. Gives a relevant, reasonably detailed and considered response to the task and the extract/poem(s)/ wider text. 2. Shows some insightful understanding.	1. Uses mostly thoughtful, relevant, interwoven evidence.	1. Explains, with understanding, a writer's/writers' use of language. 2. Begins to explain some simple effects of language on the reader. 3. Uses subject terminology mostly appropriately and sometimes with effect.	1. Explains, with understanding, a writer's/writers' use of form and/or structure. 2. Begins to explain some simple effects of form and/or structure on the reader. 3. Uses subject terminology mostly appropriately and sometimes with effect.	1. Begins to investigate a writer's/writers' viewpoint(s) related to contextual factors. 2. Makes relevant and quite detailed comments on relationships.
Mastering Level 2	1. Gives a reasonable explanation in response to the task and the extract/poem(s)/ wider text. 2. Shows understanding.	1. Uses mostly relevant evidence with some effect.	1. Gives some explanation, with mostly relevant understanding, of a writer's/writers' use of language. 2. Recognises some simple effects of language on the reader. 3. Uses some subject terminology appropriately.	1. Gives some explanation, with mostly relevant understanding, of a writer's/writers' use of form and/or structure. 2. Recognises some simple effects of form and/or structure on the reader. 3. Uses some subject terminology appropriately.	1. Some relevant inferred comments on a writer's/writers' viewpoint(s) related to contextual factors. 2. Some relevant comments on relationships.
Mastering Level 1	1. Gives a straightforward response to the task and the extract/poem(s)/ wider text. 2. Shows some understanding.	1. Uses some supporting evidence; mainly illustrates.	1. Recognises a writer's/writers' use of language to create meanings. 2. Uses some subject terminology.	1. Recognises a writer's/writers' use of form and/or structure to create meanings. 2. Uses some subject terminology.	1. Some comments on a writer's/writers' viewpoint(s) related to contextual factors. 2. Some comments on relationships.
Building	1. Gives a basic, explicit response to task and extract/poem(s)/wider text. 2. Shows a little understanding.	1. Uses basic evidence; sometimes supports comments.	1. Basic comments on a writer's/writers' use of language. 2. May include reference to subject terminology.	1. Basic comments on a writer's/writers' use of form and/or structure. 2. May include reference to subject terminology.	1. Basic comments on obvious viewpoint(s) of a writer/writers related to contextual factors. 2. Basic comments on simple/obvious relationships.