

Reading - Making sense of text: reading critically



This aspect focuses on students' developing expertise in understanding how writers influence them as readers. They are able to identify the ways in which writers deliberately select language and text features, as well as content, to shape the way they respond to particular ideas or information.

Set 1

The students demonstrate an awareness that texts have messages. They ask questions and make connections to their prior knowledge in relation to the writer's message. They know that the writer has used both the pictures and the text to convey this message, and they can talk about the message and make a personal response to it.

Set 2

The students can identify the writer's message in a simple text and can make simple inferences to interpret it. They identify the main ideas as well as some information and details in the text that support this message, and they can identify some language features that the writer uses to convey it.

The students can express an opinion about the writer's message and can relate it to their own experiences.

Set 3

The students know that texts can be written to influence audiences. They make inferences to interpret the writer's message from a mixture of explicit and implicit information that is nearby in the text and illustrations. They ask questions and make connections with their own experience in order to clarify the writer's message.

The students recognise that the writer has deliberately chosen a particular message, and that it could have been conveyed in a different way. They can distinguish fact from opinion and can recognise when language is being used to influence the reader.

Set 4

The students can identify specific devices that the writer has used to influence the reader or convey a particular point of view. The students evaluate the writer's use of language to influence an audience in relation to a particular purpose. They can identify the difference between fact and opinion.

The students can draw conclusions or generalisations about the writer's intention and can form their own opinions about the underlying message, theme or point of view which the writer is conveying.

Set 5

The students know how written texts can deliberately position a reader. They can identify and evaluate how the writer has used language, content and structure to influence the reader or to convey a particular point of view.

The students actively engage with the writer's message, theme or point of view and consider it in relation to their own knowledge and experience. They are able to explain why they agree or disagree with the writer's message.

Set 6

The students consider how writers use content, structure and persuasive language devices to position their readers in relation to particular points of view.

The students can analyse and evaluate a writer's message, looking for evidence to consider the reliability and credibility of the writer's argument or position, and identifying any bias and stereotyping. The students can then propose an opposing or different point of view.