

**Bishop Luffa School English Department**  
**Steps for Reading**

	BL Step 1			BL Step 2			BL Step 3			BL Step 4			BL Step 5		
	L	D	M	L	D	M	L	D	M	L	D	M	L	D	M
PURPOSES & AUDIENCES	- I <b>recognise</b> the main purpose and intended audience of a text.			- I <b>identify</b> the main purpose and intended audience of a text.			- I <b>describe</b> the purpose and intended audience of a text.			- I <b>explain</b> the purpose and intended audience of a text.			- I <b>explain in detail</b> the purpose and intended audience of a text.		
IDEAS (Understanding)	- I <b>recognise</b> the <b>main ideas</b> in a text.			- I <b>identify</b> the <b>main and minor ideas</b> in a text.			- I <b>describe</b> the main and minor ideas of a text. - I <b>identify</b> links between the main and minor ideas.			- I <b>explain the connections</b> between the main and minor ideas of a text.			- I <b>explain in detail the connections</b> between the main and minor ideas of a text.		
IDEAS (Evidence)	- I support <b>one or two</b> of my points with evidence from the text.			- I support <b>some</b> of my points with evidence from the text.			- I support <b>most</b> of my points with evidence from the text.			- I support <b>all</b> my points with evidence from the text.			- I support <b>all</b> my points with a <b>range</b> of evidence from the text.		
STRUCTURE	- I <b>recognise</b> how a text is structured.			- I <b>identify</b> how a text is structured.			- I <b>describe</b> how a text is structured.			- I <b>explain</b> how the <b>structure</b> of a text <b>affects meaning and purpose</b> .			- I <b>explain in detail</b> how the <b>structure</b> of a text <b>affects meaning and purpose</b> .		
LANGUAGE FEATURES	- I <b>recognise</b> a range of techniques in a text.			- I <b>identify</b> a range of <b>techniques</b> in a text.			- I <b>describe the effects techniques</b> in a text.			- I <b>explain the effects techniques</b> in a text.			- I <b>explain in detail</b> the effects of <b>a range techniques</b> in a text.		
CONTEXT AND PURPOSE	- I <b>recognise</b> that texts are written in different times and places.			- I <b>identify</b> when a text is written.			- I <b>describe the effects of context</b> on meaning.			- I <b>explain the effects of context</b> on meaning and the <b>writer's purpose</b> .			- I <b>explain in detail the effects of context</b> on meaning and the <b>writer's purpose</b> .		
COMMUNICATION	- My essay is organised into <b>sections</b> . - I express ideas with <b>some clarity</b> .			- My essay has an <b>introduction, paragraphs and a conclusion</b> . - I express <b>most of my ideas clearly</b> .			- My essay has an <b>introduction, linked paragraphs and a conclusion</b> . - I express ideas <b>clearly</b> .			- My essay develops an <b>argument</b> . - I express ideas with <b>confidence</b> .			- My essay develops a <b>coherent argument</b> . - I express ideas with <b>sophistication and confidence</b> .		