

WEBSITE RESOURCE W17.4

Scale of Progression in Multimodal Reading/Viewing

Element of reading/viewing	An emergent/early reader/viewer:	A developing reader/viewer shows all the features of an emergent/early reader/viewer plus:
<p style="text-align: center;">Engagement, understanding and response to text</p>	<ul style="list-style-type: none"> • Engages with texts, exploring and enacting, sympathising or identifying with the situations of characters, <i>for example about families and friendship in films, picturebooks, comics or magazines.</i> • Retells sequence of narrative or informational content. • Retains interest in a text over a period of time and returns to it by choice. • States preferences about favourite characters, themes, ideas or texts, <i>for example, can talk about favourite websites, films or books, giving some reasons.</i> • Goes beyond own experience or general impression and refers to different elements of the text to explain meaning, <i>for example, image and print in comics, magazines or picturebooks; sound, action and on-screen print on websites, computer games or film.</i> 	<ul style="list-style-type: none"> • Expresses reasoned opinions about texts and makes personal choices based on preference, <i>for example, texts in home language(s).</i> • Explains emotional responses to texts, commenting on important aspects, <i>for example, key events in a narrative, characters or the impact of images/artwork.</i> • Responds to and evaluates texts making explicit reference to the text. • Uses different reading techniques for different text types, <i>for example, radial reading for picturebooks and illustrated information books; looking for menus on screen to help navigate.</i>
<p style="text-align: center;">Inference and deduction</p>	<ul style="list-style-type: none"> • Generally makes literal interpretations, but may identify different aspects of modality, <i>for example, recognising that a story is made up but being immersed in it as a participant.</i> • Responds to characterisation, reading facial expression and gesture in moving and still images to identify how characters are feeling, and recognises how characters are presented in different ways, <i>for example, how colour, line, movement and music are used to express heroic and villainous characters.</i> • Identifies key themes/ideas. • Infers characters' feelings but may express a view based on personal emotions rather than that of the character. 	<ul style="list-style-type: none"> • Accepts modality as part of the story world, <i>for example, knows that settings for stories or specific events stories may not be 'real' but that the feelings evoked, qualities of characters or situations certainly do reflect real life.</i> • Makes plausible predictions about content and narrative development, using experience of other texts. • Draws together ideas and information from across a whole text, using simple signposts, <i>for example, changes of setting in comics, computer games or films; organisational features on websites.</i> • Explores underlying themes and ideas, making clear references to different elements of the text, <i>for example, use of lighting or perspective in comics, computer games, films or picturebooks; use of sound in computer games, film or websites.</i> • Discusses the actions of main characters and justifies views using general evidence from the text.

<p>Structure and organisation of texts</p>	<ul style="list-style-type: none"> • Recognises the main parts of texts, for example, titles, credits, episodes, endings. • Make comparisons between texts noting similarities and differences, for example, between images in a picturebook and moving images with sound. • Comments on some of the ways in which different elements of texts work together and separately, for example, how images and words interact. • Uses text layout to locate information efficiently, for example, web page organisation. • Gains an overall impression of a text and makes predictions about content/subject by reference. 	<ul style="list-style-type: none"> • Makes comparisons between texts noting similarities and differences, for example, changes of setting, types of characters, themes explored. • Uses text features, to scan and assess for relevance/interest, for example, titles, credits and blurb; text boxes on websites; advertisements in comics/magazines. • Recognises that animation or cartoons can be serious as well as entertaining, for example, films or graphic novels on serious themes.
<p>Style and composition</p>	<ul style="list-style-type: none"> • Notices patterns in language, composition or sound, for example, 'Long, long ago'; repeated musical motifs or colour; repeated shifts of focus in still and moving images; shape and movement in images. • Begins to understand the effects of different elements of a text to create humour or atmosphere. 	<ul style="list-style-type: none"> • Recognises differences in style/representation, for example, between computer generated images and modelled characters in animations; photographs and drawings in informational text. • Notices the effects of different elements of composition and how they interact, for example, lighting, music or sound effects used to create mood or build tension in moving image; line colour and perspective in picturebook images.
<p>Purpose, viewpoint and effect of text on the audience</p>	<ul style="list-style-type: none"> • Gives personal view of characters, events or ideas in texts. • Comments on the main issues raised in the text. • Describes the main purpose of a text in a general way. 	<ul style="list-style-type: none"> • Recognises and responds to the different ways characters are presented, referring to the text. • Identifies the point of view from which a story is told and comments on authorial or directorial intent, for example, how close-ups or perspective affect meaning.
<p>Social, cultural and historical context</p>	<ul style="list-style-type: none"> • Draws on own experience, including text experience, to comment on characters, events or ideas, for example, stories about personal experience, or told by family members. • Identifies general features of familiar text types. • Shows awareness of setting or time in which a narrative is set. 	<ul style="list-style-type: none"> • Offers extensions or alternative events and actions based on knowledge of similar texts, perhaps from diverse cultures. • Recognises different genres or settings, for example, from areas throughout the world. • Explores underlying themes and ideas, making clear references to text. • Makes links between texts, for example, on same topic; between films; between different traditional tales; between internet sources.

<p>Element of reading/ viewing</p>	<p>• An experienced and often independent reader/viewer shows all the features of a developing reader viewer plus:</p> <ul style="list-style-type: none"> • Pursues own interest in texts and types of texts chosen, reflecting on personal preferences, <i>for example, selecting particular pages on websites, looking for episodes of serialised stories in comics or familiar features in magazines.</i> • Identifies and summarises evidence from different elements of the text to support a hypothesis. • Evaluates texts critically by comparing how different text types treat the same information or themes, <i>for example, tension in narrative, film, comics or graphic narrative; film versions of known stories; live acted and animated versions of the same story.</i> 	<p>• An assured and independent reader/viewer shows all the features of an experienced and often independent reader/viewer plus:</p> <ul style="list-style-type: none"> • Articulates personal responses to a range of texts and text types identifying how and why the text affects the reader and commenting critically on own response, <i>for example, referring to family, social or cultural experience.</i> • Tolerates ambiguity about narrative endings. • Draws on a range of sources to research a topic, <i>for example, on-line information, books, magazines, DVDs.</i> • Identifies and describes the characteristics of different genres, styles of individual authors/directors/text types, <i>for example, particular authors, picturebook makers or poets, Bollywood, Studio Ghibli, virtual worlds.</i>
<p>Engagement, understanding and response to text</p>	<ul style="list-style-type: none"> • Deduces and infers reasons for characters' behaviour referring to a specific point in the text, <i>for example, a particular dialogue exchange in comic, film, magazine or picturebook; specific frame(s) in comics, episode(s) in computer games or films; facial expression, gesture and posture in still and moving images.</i> • Infers meaning with reference to different text types, <i>for example, particular types of film or soap opera.</i> • Comments on differences in modality in texts identifying emotional reality as well as literal reality, <i>for example, knows that a setting may be unrealistic but that the emotions of the characters are recognisable and realistic or that the underlying message is familiar.</i> 	<ul style="list-style-type: none"> • Infers authorial/directorial perspective, commenting on how messages, moods, feelings and attitudes are conveyed and making reference to the text, <i>for example, recognises bias in magazines, websites and can identify particular modes – images, sound, words – which support the bias.</i> • Explains some inferred meanings, drawing on evidence across the text, <i>for example, implied attitudes in magazine articles or website material.</i> • Makes judgements about the modality of texts. • Discusses nuances in character and motivation, relating to personal and text experience.
<p>Inference and deduction</p>		

<p>Structure and organisation of texts</p>	<ul style="list-style-type: none"> • Understands how text sections order and build up ideas, or develop information. • Evaluates specific texts with reference to their type, <i>for example, is an advert successful at persuading?; does this computer game provide enough challenge?</i> • Understands how narrative tension is created in different types of text, <i>for example, comic strip, computer game, film, graphic novel.</i> • Identifies features of different fiction and non-fiction text types in different media <i>for example, science fiction, adventure, myths, legends in books, computer games, films or on websites; explanations, recounts or persuasive texts in magazines, newspapers or the internet.</i> 	<ul style="list-style-type: none"> • Compares different types of texts and identifies how their elements interact. • Uses knowledge of language conventions and organisational features of different types of text to support understanding and confirm predictions.
<p>Style and composition</p>	<ul style="list-style-type: none"> • Explores how different texts appeal to readers, recognising how style and composition are linked to the purpose of the text, <i>for example, the use of colour, focus, framing, language, line, music, typography in advertising as compared with narrative.</i> • Analyses the effects of interactions between different elements of a text, <i>for example, the different messages carried by language and image; the relationship between choice of sound (or silence) and action.</i> • Recognises diegetic and non-diegetic sound, <i>for example, making distinctions between sound that is part of the 'world' of the TV programme or film (dialogue/ sound within the setting) and sound from outside the world of the programme/film added to create atmosphere/mood, add character's thoughts or heighten tension.</i> 	<ul style="list-style-type: none"> • Makes judgements about the effectiveness of style and composition in texts, <i>for example, choices of style and composition to develop the theme of a text.</i> • Recognises how text elements are used to influence the reader/viewer, <i>for example, colour, language, layout and typography in some websites.</i> • Discusses and analyses the different functions of diegetic and non-diegetic sound.

<p>Element of reading/viewing</p>	<p>An experienced and often independent reader/viewer shows all the features of a developing reader viewer plus:</p> <ul style="list-style-type: none"> Identifies the main purpose and viewpoint in a text and shows some general awareness of the effect of the text on an audience. Comments critically on the success and overall impact of texts with reference to a range of features, <i>for example, use of stylistic and compositional effects to engage the reader/viewer.</i> Is aware that some texts have named authors/directors / writers and others do not, <i>for example, books and films as compared with websites.</i> Distinguishes between the views of the writer and those expressed by others in the text, <i>for example, narrator, characters, quoted experts.</i> 	<p>An assured and independent reader/viewer shows all the features of an experienced and often independent reader/viewer plus:</p> <ul style="list-style-type: none"> Identifies and distinguishes between explicit and implicit points of view in texts. Speculates on reasons for authorial/ directorial/ editorial decisions and intent in communicating with the audience. Responds critically to issues in stories and information texts, exploring alternative courses of action, evaluating the author’s solution and point of view, commenting on the reliability of unauthored texts, <i>for example, comparing a reference book to YouTube.</i>
<p>Purpose, viewpoint and effect of text on the audience</p>	<ul style="list-style-type: none"> Comments on the effect their own experience or background or that of the director/writer has on the meaning of the text, <i>for example, films made in the West and in the East.</i> Discusses the treatment of social or cultural themes over time. Identifies features common to different texts or versions of the same texts, <i>for example, characters in different versions of a fairy tale; presentational features of websites; style of images by known picturebook maker.</i> 	<ul style="list-style-type: none"> Compares critically how different sources treat the same information, with reference to the texts, <i>for example, news reports of international events.</i> Explains the similarities and differences between texts, or versions, <i>for example, conventions in particular genres or modes; stories from a particular culture or time.</i> Discusses different social, cultural or historical aspects of texts, <i>for example, issues of class or culture.</i>
<p>Social, cultural and historical context,</p>		

(Adapted from Bearne, E. and Bazalgette, C. (2010) *Beyond Words*. Leicester: United Kingdom Literacy Association.)