



	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 – relate texts to their social, cultural and historical traditions
Level 3	<p>In most reading</p> <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	<p>In most reading</p> <ul style="list-style-type: none"> simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from different places in the text some comments include quotations from or references to text, but not always relevant, e.g. often retelling or paraphrasing sections of the text rather than using it to support comment 	<p>In most reading</p> <ul style="list-style-type: none"> straightforward inference based on a single point of reference in the text, e.g. he was upset because it says "he was crying" responses to text show meaning established at a literal level e.g. "walking good" means "walking carefully" or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of organisation at text level identified, with little or no linked comment, e.g. 'it tells about all the different things you can do at the zoo' 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there' 	<p>In most reading</p> <ul style="list-style-type: none"> comments identify main purpose, e.g. 'the writer doesn't like violence' express persona response but with little awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes' 	<p>In most reading</p> <ul style="list-style-type: none"> some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters recognition of some features of the context of texts, e.g. historical setting, social
Level 2	<p>In some reading:</p> <ul style="list-style-type: none"> range of key words read on sight unfamiliar words decoded using appropriate strategies, e.g. blending sounds some fluency and expression, e.g. taking account of punctuation, speech marks 	<p>In some reading:</p> <ul style="list-style-type: none"> some specific, straightforward information recalled, e.g. names of characters, main ingredients generally clear idea of where to look for information, e.g. about characters, topics 	<p>In some reading:</p> <ul style="list-style-type: none"> simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow comments based on textual cues, sometimes misunderstood 	<p>In some reading:</p> <ul style="list-style-type: none"> some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation 	<p>In some reading:</p> <ul style="list-style-type: none"> some effective language choices noted, e.g. "slimy" is a good word there' some familiar patterns of language identified, e.g. once upon a time; first, next, last 	<p>In some reading:</p> <ul style="list-style-type: none"> some awareness that writers have viewpoints and purposes, e.g. 'it tells you how to do something', 'she thinks it's not fair' simple statements about likes and dislikes in reading, sometimes with reasons 	<p>In some reading:</p> <ul style="list-style-type: none"> general features of a few text types identified, e.g. information books, stories, print media some awareness that books are set in different times and places
Level 1	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some high frequency and familiar words read fluently and automatically decode familiar and some unfamiliar words using blending as the prime approach some awareness of punctuation marks, e.g. pausing at full stops 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some simple points from familiar texts recalled some pages/sections of interest located, e.g. favourite characters/events / information/pictures 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> reasonable inference at a basic level, e.g. identifying who is speaking in a story comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some awareness of meaning of simple text features, e.g. font style, labels, titles 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some awareness of meaning of simple text features, e.g. font style, labels, titles 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some simple comments about preferences, mostly linked to own experience 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> a few basic features of well-known story and information texts distinguished, e.g. what typically happens to good and bad characters, differences between type of text in which photos or drawings used

Level 3 needs: 2 and 3 + one of 4 5 6 7

Level 2 needs: 1 and 2 + some of 3

Level 1 needs: 1 and 2 + some of 3

Date:			
Level:			