



	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 4		Across a range of reading: <ul style="list-style-type: none"> some relevant points identified comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus 	Across a range of reading: <ul style="list-style-type: none"> comments make inferences based on evidence from different points in the text, e.g. <i>interpreting a character's motive from their actions at different points</i> inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content 	Across a range of reading: <ul style="list-style-type: none"> some structural choices identified with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road' some basic features of organisation at text level identified, e.g. 'the writer uses bullet points for the main reasons' 	Across a range of reading: <ul style="list-style-type: none"> some basic features of writer's use of language identified, e.g. 'all the questions make you want to find out what happens next' simple comments on writer's choices, e.g. "disgraceful" is a good word 	Across a range of reading: <ul style="list-style-type: none"> main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth' simple comments show some awareness of writer's viewpoint, e.g. 'he only tells you good things about the farm and makes the shop sound boring' simple comment on overall effect on reader, e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting' 	Across a range of reading: <ul style="list-style-type: none"> features common to different texts or versions of the same text identified, with simple comment, e.g. characters, settings, presentational features simple comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. historical context, place, social relationships
Level 3	In most reading: <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	In most reading: <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 	In most reading: <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 	In most reading: <ul style="list-style-type: none"> a few basic features of organisation at text level identified, with little or no linked comment, e.g. <i>'it tells about all the different things you can do at the zoo'</i> 	In most reading: <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' 	In most reading: <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' 	In most reading: <ul style="list-style-type: none"> some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i> recognition of some features of the context of texts, e.g. <i>historical setting, social</i>
Level 2	In some reading: <ul style="list-style-type: none"> range of key words read on sight unfamiliar words decoded using appropriate strategies, e.g. <i>blending sounds</i> some fluency and expression, e.g. <i>taking account of punctuation, speech marks</i> 	In some reading: <ul style="list-style-type: none"> some specific, straightforward information recalled, e.g. <i>names of characters, main ingredients</i> generally clear idea of where to look for information, e.g. <i>about characters, topics</i> 	In some reading: <ul style="list-style-type: none"> simple, plausible inference about events and information, using evidence from text, e.g. <i>how a character is feeling, what makes a plant grow</i> comments based on textual cues, sometimes misunderstood 	In some reading: <ul style="list-style-type: none"> some awareness of use of features of organisation, e.g. <i>beginning and ending of story, types of punctuation</i> 	In some reading: <ul style="list-style-type: none"> some effective language choices noted, e.g. <i>"slimy" is a good word there'</i> some familiar patterns of language identified, e.g. <i>once upon a time; first, next, last</i> 	In some reading: <ul style="list-style-type: none"> some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something', 'she thinks it's not fair'</i> simple statements about likes and dislikes in reading, sometimes with reasons 	In some reading: <ul style="list-style-type: none"> general features of a few text types identified, e.g. <i>information books, stories, print media</i> some awareness that books are set in different times and places

Level 4 needs: 2 and 3 + one of 1 4 5 6 7
 Level 3 needs: 2 and 3 + one of 4 5 6 7
 Level 2 needs: 1 and 2 + some of 3

Date:			
Level:			