

Reading assessment guidelines: levels 1 and 2

Pupil name _____

Class/ Group _____

Date _____

	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
L e v e l 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. <i>blending sounds</i> some fluency and expression, e.g. <i>taking account of punctuation, speech marks</i> 	<p>In some reading:</p> <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> 	<p>In some reading:</p> <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 	<p>In some reading:</p> <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> 	<p>In some reading:</p> <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> 	<p>In some reading:</p> <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 	<p>In some reading:</p> <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
L e v e l 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. <i>pausing at full stops</i> 	<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. <i>favourite characters/events /information/pictures</i> 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> reasonable inference at a basic level, e.g. <i>identifying who is speaking in a story</i> comments/questions about meaning of parts of text, e.g. <i>details of illustrations diagrams, changes in font style</i> 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> some awareness of meaning of simple text features, e.g. <i>font style, labels, titles</i> 	<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> comments on obvious features of language, e.g. <i>rhymes and refrains, significant words and phrases</i> 	<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. <i>what typically happens to good and bad characters, differences between type of text in which photos or drawings used</i>
B L I E							

Overall assessment (tick one box only)

Low 1

Secure 1

High 1

Low 2

Secure 2

High 2