

Reading assessment guidelines: levels 3 and 4

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
Level 4		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some relevant points identified</li> <li>comments supported by some generally relevant textual reference or quotation, e.g. <i>reference is made to appropriate section of text but is unselective and lacks focus</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>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></li> <li>inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content</li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some structural choices identified with simple comment, e.g. <i>‘he describes the accident first and then goes back to tell you why the child was in the road’</i></li> <li>some basic features of organisation at text level identified, e.g. <i>‘the writer uses bullet points for the main reasons’</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some basic features of writers’ use of language identified, e.g. <i>‘all the questions make you want to find out what happens next’</i></li> <li>simple comments on writers’ choices, e.g. <i>‘disgraceful’ is a good word to use to show he is upset’</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>main purpose identified, e.g. <i>‘it’s all about why going to the dentist is important and how you should look after your teeth’</i></li> <li>simple comments show some awareness of writers’ viewpoint, e.g. <i>‘he only tells you good things about the farm and makes the shop sound boring’</i></li> <li>simple comment on overall effect on reader, e.g. <i>‘the way she describes him as “ratlike” and “shifty” makes you think he’s disgusting’</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>features common to different texts or versions of the same text identified, with simple comment, e.g. <i>characters, settings, presentational features</i></li> <li>simple comment on the effect that the reader or writer’s context has on the meaning of texts, e.g. <i>historical context, place, social relationships</i></li> </ul>
Level 3	<b>In most reading</b> <ul style="list-style-type: none"> <li>range of strategies used mostly effectively to read with fluency, understanding and expression</li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>simple, most obvious points identified though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i></li> <li>some comments include quotations from or references to text, but not always relevant, e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>straightforward inference based on a single point of reference in the text, e.g. <i>‘he was upset because it says “he was crying”’</i></li> <li>responses to text show meaning established at a literal level e.g. <i>“walking good” means “walking carefully”</i> or based on personal speculation e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>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></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>a few basic features of writers’ use of language identified, but with little or no comment, e.g. <i>‘there are lots of adjectives’</i> or <i>‘he uses speech marks to show there are lots of people there’</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>comments identify main purpose, e.g. <i>‘the writer doesn’t like violence’</i></li> <li>express personal response but with little awareness of writer’s viewpoint or effect on reader, e.g. <i>‘she was just horrible like my nan is sometimes’</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i></li> <li>recognition of some features of the context of texts, e.g. <i>historical setting, social or cultural background</i></li> </ul>
BL							
IE							

Key: BL . Below level IE . Insufficient evidence

Overall assessment (tick one box only)

Low 3

Secure 3

High 3

Low 4

Secure 4

High 4

QCA