

Reading assessment guidelines: levels 4 and 5

Pupil name

Class/Group

Date

	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 5	<p>Across a range of reading</p> <ul style="list-style-type: none"> most relevant points clearly identified, including those selected from different places in the text comments generally supported by relevant textual reference or quotation, even when points made are not always accurate 	<p>Across a range of reading</p> <ul style="list-style-type: none"> comments develop explanation of inferred meanings drawing on evidence across the text, e.g. <i>'you know her dad was lying because earlier she saw him take the letter'</i> comments make inferences and deductions based on textual evidence, e.g. <i>in drawing conclusions about a character's feelings on the basis of their speech and actions</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> comments on structural choices show some general awareness of author's craft, e.g. <i>'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you'</i> various features relating to organisation at text level, including form, are clearly identified, with some explanation, e.g. <i>'each section starts with a question as if he's answering the crowd'</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> various features of writer's use of language identified, with some explanation, e.g. <i>'when it gets to the climax they speak in short sentences and quickly which makes it more tense'</i> comments show some awareness of the effect of writer's language choices, e.g. <i>"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> main purpose clearly identified, often through general overview, e.g. <i>'the writer is strongly against war and wants to persuade the reader to agree'</i> viewpoint in texts clearly identified, with some, often limited, explanation, e.g. <i>'at the end he knows he's done wrong and makes the snake sound attractive and mysterious'</i> general awareness of effect on the reader, with some, often limited, explanation, e.g. <i>'you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see'</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> comments identify similarities and differences between texts, or versions, with some explanation, e.g. <i>narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports</i> some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. <i>how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i>
Level 4	<p>Across a range of reading</p> <ul style="list-style-type: none"> some relevant points identified 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> 	<p>Across a range of reading</p> <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 	<p>Across a range of reading</p> <ul style="list-style-type: none"> 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> some basic features of organisation at text level identified, e.g. <i>the writer uses bullet points for the main reasons'</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> some basic features of writer's use of language identified, e.g. <i>'all the questions make you want to find out what happens next'</i> simple comments on writer's choices, e.g. <i>"disgraceful" is a good word to use to show he is upset'</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> 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> simple comments show some awareness of writer's viewpoint, e.g. <i>'he only tells you good things about the farm and makes the shop sound boring'</i> 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> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> features common to different texts or versions of the same text identified, with simple comment, e.g. <i>characters, settings, presentational features</i> simple comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. <i>historical context, place, social relationships</i>
BL						
IE						

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only)

Low 4

Secure 4

High 4

Low 5

Secure 5

High 5