Reading assessment guidelines: levels 3 and 4   Child's name: _____   Class/Group:_____

	AF1 – use a range of strategies, including accurate decoding o 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
L4		**Across a range of reading** ■ 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** ■ comments make inferences based on evidence from different points in the text, *e.g. interpreting a character's motive from their actions at different points* ■ inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**Across a range of reading** ■ 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** ■ some basic features of writers' 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 to use to show he is upset'*	**Across a range of reading** ■ 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 "rat-like" and "shifty" makes you think he's disgusting'*	**Across a range of reading** ■ features common to different texts or versions of the same text identified, with simple comment *e.g. characters, setting, 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*
L3	**In most reading** ■ range of strategies used mostly effectively to read with fluency, understanding and expression	**In most reading** ■ 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** ■ straightforward inference based on a single point of reference in the text, eg *'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 the feelings of the character in the text*	**In most reading** ■ 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'*	**In most reading** ■ a few basic features of the writer's use of language identified, but with little or no comment, eg *'there are lots of adjectives'* or *'he uses speech marks to show there are lots of people there'*	**In most reading** ■ comments identify main purpose, *e.g. 'the writer doesn't like violence'* ■ express personal response, but with little awareness of writer's viewpoint, or effect on the reader, *e.g. 'she was just horrible like my nan is sometimes'*	**In most reading** ■ 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 or cultural background*
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**