

Reading assessment record

Reading assessment record for level 1 and level 2

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|-------------|-----------------------------|
| Name | Date |
| Book | Level/grade achieved |

This record sheet is provided to help you note evidence of achievement in the reading task. A number of ideas are offered to support the recording of your observations during the assessment. **There is no need to attempt to record an observation for each of these ideas.** Your notes will reflect the evidence you observe in each case. You may wish to refer to the reading assessment focuses in the *Teacher's handbook* to inform your observations.

| ASSESSMENT FOCUSES | QUESTIONS | EVIDENCE |
|---|---|-----------------|
| AF1 Use a range of strategies, including accurate decoding of text, to read for meaning. | Can the child gain meaning from texts by: <ul style="list-style-type: none"> • reading words on sight, <i>eg familiar common words, some content words?</i> • making use of phonic strategies, <i>eg consonant blends, word initial/word final, long vowels, polysyllabic words?</i> • using sentence and whole-text knowledge, <i>eg by self-correcting, substituting words that make grammatical or contextual sense?</i> • showing awareness of punctuation marks in reading, <i>eg pausing at full stops?</i> | |
| AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. | Can the child: <ul style="list-style-type: none"> • recall the main ideas of a story or information text? • identify how characters behave, <i>eg repeated actions and words?</i> • connect words and illustrations, <i>eg what additional information does the illustration add?</i> • say what they have found out by reading the book? • retrieve relevant details from different paragraphs or sections of the text? | |
| AF3 Deduce, infer or interpret information, events or ideas from texts. | Can the child: <ul style="list-style-type: none"> • use knowledge of a story so far to make predictions about what will happen next? • connect information together to draw out implied meanings? • distinguish between more and less important items of information? • use clues from what characters do and say to explain their motives? | |
| AF4 Identify and comment on the structure and (if possible) organisation of texts, including grammatical and presentational features at text level. | Can the child: <ul style="list-style-type: none"> • make use of book conventions and organisational devices to focus their reading, <i>eg index, glossary?</i> • trace how ideas link and how a writer signals changes and connections? | |
| AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level. | Can the child: <ul style="list-style-type: none"> • comment on the effect of specific words and how they convey meaning, <i>eg ideas, characters, atmosphere?</i> • discuss language patterns and how they contribute to the meaning, <i>eg refrains, rhymes or repetition?</i> | |
| AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader. | Can the child: <ul style="list-style-type: none"> • respond to the text overall and say what they liked/disliked about it? • identify the main purpose of a text, <i>eg using evidence from what they have read?</i> | |
| AF7 Relate texts to their social, cultural and historical contexts and literary traditions. | Can the child: <ul style="list-style-type: none"> • identify traditional characters and settings in fiction? • relate the text to others, <i>eg by a similar type, by the same author, in a series?</i> | |