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Name:		Name:		Name:	Name:		Name:	
Level 3: In most reading:		Level 3: In most reading:			Level 3: In most reading:		Level 3: In most reading:	
AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	range of strategies used mostly effectively to read with fluency,understanding and expression	effectively	strategies used mostly y to read with nderstanding and expression	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	range of strategies used mostly effectively to read with fluency,understanding and expression	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	range of strategies used mostly effectively to read with fluency,understanding and expression	
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to lext.	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	simple, m though th misunder from diffe sent control or reference text.	ost obvious points identified ere may also be some standing, e.g. about information rent places in the text naments include quotations from ices to text, but not always e.g. often retelling or sing sections of the text rather g it to support comment	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to lext.	simple, most obvious points identified though there may also be some misunderstanding, e.g. about informatior 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	AF2 – unders select or retri select or ridea events or idea use quotation	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	
AF3 – dedu information, ew	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'	straightfo single poi 'he was u crying''	rward inference based on a nt of reference in the text, e.g. pset because it says "he was	AF3 – dedu information, ev	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"	AF3 – deduinformation, ev	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"	
AF3 – deduce, infer or interpret ormation, events or ideas from texts	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 feelings of character in the text	establishe good me on persor based on feeling re in the text	s to text show meaning and at a literal level e.g. 'walking ans 'walking carefully' or based nal speculation e.g. a response what they personally would be ather than feelings of character it.	AF3 – deduce, infer or interpret formation, events or ideas from texts	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 feelings of character in the text	r interpret as from texts	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 feelings of character in the text	
AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	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'	text level comment	ic features of organisation at identified, with little or no linked , e.g. 'it tells about all the hings you can do at the zoo'	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	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'	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	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'	
AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives'	language comment adjectives at word and language level	ic features of writer's use of identified, but with little or no , e.g. 'there are lots of	AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives'	AF5 – explain and comment on writes use of language, including grammantical and literary features at word and sentence level	a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives'	
AF6 – ic comment purposes an and the ow	comments identify main purpose, e.g. 'the writer doesn't like violence'		s identify main purpose, e.g. doesn't like violence'	AF6 – ic comment purposes are and the ow the text or	comments identify main purpose, e.g. 'the writer doesn't like violence'	AF6 – ic commen purposes a and the ow the text o	comments identify main purpose, e.g. 'the writer doesn't like violence'	
dentify and to n writers' and viewpoints, erall effect of the reader	express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes'	awarenes on reader my nan is	personal response but with little as of writer's viewpoint or effect as, e.g. 'she was just horrible like a sometimes'	lentify and ton writers', nd viewpoints, erall effect of the reader	express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes'	of of	express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes'	
AF7 – relate texts t social, cultural and if traditions	some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters	identified,	ple connections between texts e.g. similarities in plot, topic, or same author, about same s	AF7 – relate texts to their social, cultural and historical traditions	some simple connections between texts identified, e.g. similarities in plot, topic, o books by same author, about same characters	AF7 – relate texts to social, cultural and he traditions	some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters	
exts to their and historical ons	recognition of some features of the context of texts, e.g. historical setting, social or cultural background	context of	on of some features of the f texts, e.g. historical setting, cultural background	exts to their and historical ons	recognition of some features of the context of texts, e.g. historical setting, social or cultural background	exts to their and historical ons	recognition of some features of the context of texts, e.g. historical setting, social or cultural background	
Total:	/11	Total: /11	(Total:	/11	Total:	/11	
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