





Name:	
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
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	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 – deduce, infer or interpret information, events or ideas from texts	straightforward inference based on a single point of reference in the text, e.g. '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 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'
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'
AF6 – identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	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 reader, e.g. 'she was just horrible like my nan is sometimes'
AF7 – relate texts to their social, cultural and historical traditions	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
Total:	/11
	
Demo Primary School © 2011 www.PrimaryTools.co.uk	

Name:	
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
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	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 – deduce, infer or interpret information, events or ideas from texts	straightforward inference based on a single point of reference in the text, e.g. '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 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'
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'
AF6 – identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	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 reader, e.g. 'she was just horrible like my nan is sometimes'
AF7 – relate texts to their social, cultural and historical traditions	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
Total:	/11
	
Demo Primary School © 2011 www.PrimaryTools.co.uk	

Name:	
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
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	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 – deduce, infer or interpret information, events or ideas from texts	straightforward inference based on a single point of reference in the text, e.g. '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 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'
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'
AF6 – identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	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 reader, e.g. 'she was just horrible like my nan is sometimes'
AF7 – relate texts to their social, cultural and historical traditions	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
Total:	/11
	
Demo Primary School © 2011 www.PrimaryTools.co.uk	

Name:	
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
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	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 – deduce, infer or interpret information, events or ideas from texts	straightforward inference based on a single point of reference in the text, e.g. '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 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'
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'
AF6 – identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	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 reader, e.g. 'she was just horrible like my nan is sometimes'
AF7 – relate texts to their social, cultural and historical traditions	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
Total:	/11
	
Demo Primary School © 2011 www.PrimaryTools.co.uk	