

Reading assessment guidelines: levels 5 and 6

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 6	<p>Across a range of reading</p> <ul style="list-style-type: none"> relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text commentary incorporates apt textual reference and quotation to support main ideas or argument 	<p>Across a range of reading:</p> <ul style="list-style-type: none"> comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, <i>eg explaining the association of different words in an image, or exploring connotations in a political speech or advertisement</i> comments consider wider implications or significance of information, events or ideas in the text, <i>eg tracing how details contribute to overall meaning</i> 	<p>Across a range of reading:</p> <ul style="list-style-type: none"> some detailed exploration of how structural choices support the writers' theme or purpose, <i>eg tracing how main ideas/characters develop over the text as a whole</i> comment on how a range of features relating to organisation at text level contribute to the effects achieved, <i>eg how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> some detailed explanation, with appropriate terminology, of how language is used, <i>eg tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text</i> some drawing together of comments on how the writers' language choices contribute to the overall effect on the reader, <i>eg "all the images of flowers make the events seem less horrific and makes it even sadder"</i> 	<p>Across a range of reading:</p> <ul style="list-style-type: none"> evidence for identifying main purpose precisely located at word/sentence level or traced through a text, <i>eg commenting on repetition of "Brutus was an honourable man"</i>. viewpoint clearly identified and explanation of it developed through close reference to the text, <i>eg "you know it's told from Eric's point of view even though he doesn't use the first person"</i> the effect on the reader clearly identified, with some explicit explanation as to how that effect has been created, <i>eg "when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete"</i> 	<p>Across a range of reading</p> <ul style="list-style-type: none"> some exploration of textual conventions or features as used by writers from different periods, <i>eg comparing examples of sonnet form, dramatic monologue, or biography or travel writing</i> some detailed discussion of how the contexts in which texts are written and read affect meaning, <i>eg how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time</i>
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, <i>eg "you know her dad was lying because earlier she saw him take the letter"</i> comments make inferences and deductions based on textual evidence, <i>eg in drawing conclusions about a characters 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, <i>eg "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, <i>eg "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 writers' use of language identified, with some explanation, <i>eg "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 writers' language choices, <i>eg "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, <i>eg "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, <i>eg "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, <i>eg "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, <i>eg 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, <i>eg how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i>
BL						
IE						

Overall assessment (tick one box only)

Low 5

Secure 5

High 5

Low 6

Secure 6

High 6