

Reading assessment record

Reading assessment record for level 1 and level 2

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> 	