Reading APP Levels 1 to 5 all on one sheet. PrimaryTools.co.uk

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Key:
Level 1
Level 2
Level 3
Level 4
Level 5

AF1 - Reading Words	AF2 - Finding Information	AF3 - Understanding Meaning	AF4 - Presentation and Structure	AF5 - Writer's Choices	AF6 - Opinion and Purpose	AF7 - Context and Comparing Texts
some high frequency and familiar words read fluently and	some simple points from	reasonable inference at a basic level, e.g. identifying who is speaking in a story	some awareness of meaning of simple text features, e.g. font style, labels, titles	comments on obvious features of language, e.g. rhymes and refrains, significant words and phrases	some simple comments about preferences, mostly linked to own experience	a few basic features of well-known story and information texts distinguished, e.g. what typically happens to good and bad characters, differences between type of text in which photos or drawings used
decode familiar and some unfamiliar words using blending as the prime approach	some pages/sections of interest located, e.g. favourite characters/events/	comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in	some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation	some effective language choices noted, e.g. 'slimy' is a good word there	some awareness that writers have viewpoints and purposes, e.g. 'it tells you how to do something', 'she thinks it's not fair'	general features of a few text types identified, e.g. information books, stories, print media
some awareness of	some specific, straightforward information recalled, e.g. names of	simple, plausible inference about events and information, using evidence from text e.g. how a character is feeling, what makes a plant grow		some familiar patterns of language identified, e.g. once upon a time; first, next, last	simple statements about likes and dislikes in reading, sometimes with	some awareness that books are set in different times and places
range of key words read	generally clear idea of where to look for information, e.g. about	comments based on textual cues,	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'	a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives'	comments identify main purpose, e.g. 'the writer doesn't like violence'	some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters
unfamiliar words decoded using appropriate strategies,	simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it			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'	
some fluency and expression, e.g. taking account of punctuation,	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	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	some structural choices identified with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'	some basic features of writer's use of language identified, e.g. 'all the questions make you want to find out what happens next'	main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'	recognition of some features of the context of texts, e.g. historical setting, social or cultural background
range of strategies used mostly effectively to read with fluency, understanding and	some relevant points	comments make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points	some basic features of organisation at text level identified, e.g. 'the writer uses bullet points for the main reasons'	simple comments on writer's choices, e.g. '"disgraceful" is a good word to use to show he is upset'	simple comments show some awareness of writer's viewpoint, e.g. 'he only tells you good things about the farm and makes the shop sound boring'	features common to different texts or versions of the same text identified, with simple comment, e.g. characters, settings, presentational features
	comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus	inferences often correct, but comments are not always rooted securely in the text or repeat	comments on structural choices show some general awareness of writer's craft, e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you'	various features of writer's use of language identified, with some explanation, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense'	simple comment on overall effect on reader, e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'	simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships
	most relevant points clearly identified, including those selected from different places in the text	comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because	various features relating to organisation at text level, including form, are clearly identified, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd'	comments show some awareness of the effect of writer's language choices, e.g. '"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'	main purpose clearly identified, often through general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree'	comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports
	comments generally supported by relevant textual reference or quotation, even when points made are not always	comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions			viewpoint in texts clearly identified, with some, often limited, explanation, e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and mysterious'	some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/ places; or how a novel relates to when/where it was written
					general awareness of effect on the reader, with some, often limited, explanation, e.g. 'you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see'	