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	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 of 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 reach 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	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	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	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, i information, events	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'	AF3 – informatic	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"	AF3 – dedu information, eve	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, information, events	straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"	
nfer or interpret 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	deduce, infer or interpret un, 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	AF3 – deduce, infer or interpret information, 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	infer or interpret 5 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	
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 lext 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'	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at lext 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 writes '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 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 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 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 – ic comment purposes ar and the ow the text or	comments identify main purpose, e.g. 'the writer doesn't like violence'	AF6 – ic commen purposes au and the ov the text o	comments identify main purpose, e.g. 'the writer doesn't like violence'	AF6 – ic commen purposes au and the ov the text o	comments identify main purpose, e.g. 'the writer doesn't like violence'	AF6 – identify a comment on wit purposes and view and the overall eff the text on the re	comments identify main purpose, e.g. 'the writer doesn't like violence'	
- identify and tent on writers' s and viewpoints, overall effect of t on 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'	AF6 – identify and comment on writers' purposes and verypoints, and the overall effect of the text on 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'	AF6 – identify and comment on writers purposes and viewpoints, and the overall effect of the lext on 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'	dentify and t on writers' nd viewpoints, rerall effect of n 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'	
AF7 – relate texts to their social, cultural and historica 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, opened or outhwal bookground	AF7 – relate texts to their social, cultural and historica 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,	AF7 – relate texts to their social, cultural and historica 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, action of southtraft beckground	AF7 – relate texts to their social, cultural and historica 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,	
Total:	/11	Total:	/11	Total:	/11	<u>≣</u> ≌ Total:	/11	
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