



Guided Reading: Group Record

Group:

Reading AF's		Level 2 - In some reading:	Level 3 - In most reading:
AF1	use a range of strategies, including accurate decoding of text, to read meaning	<input checked="" type="checkbox"/> range of key words read on sight <input checked="" type="checkbox"/> unfamiliar words decoded using appropriate strategies, e.g. blending sounds <input checked="" type="checkbox"/> some fluency and expression, e.g. taking account of punctuation, speech marks	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> some specific, straightforward information recalled, e.g. names of characters, main ingredients <input checked="" type="checkbox"/> generally clear idea of where to look for information, e.g. about characters, topics	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow <input checked="" type="checkbox"/> comments based on textual cues, sometimes misunderstood	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation	<input checked="" type="checkbox"/> 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' uses of language, including grammatical and literary features at word and sentence level	<input checked="" type="checkbox"/> some effective language choices noted, e.g. "'slimy" is a good word there' <input checked="" type="checkbox"/> some familiar patterns of language identified, e.g. once upon a time; first, next, last	<input checked="" type="checkbox"/> a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there'
AF6	identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	<input checked="" type="checkbox"/> some awareness that writers have viewpoints and purposes, e.g. 'it tells you how to do something', 'she thinks it's not fair' <input checked="" type="checkbox"/> simple statements about likes and dislikes in reading, sometimes with reasons	<input checked="" type="checkbox"/> comments identify main purpose, e.g. 'the writer doesn't like violence' <input checked="" type="checkbox"/> 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 social, cultural and historical contexts and literary traditions	<input checked="" type="checkbox"/> general features of a few text types identified	<input checked="" type="checkbox"/> some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters. <input checked="" type="checkbox"/> recognition of some features of the context of texts, e.g. historical setting, social or cultural background