



# Guided Reading: Group Record

**Group:**

Reading AF's		Level 3 - In most reading:	Level 4 – Across a range of reading:
<b>AF2</b>	understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	<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	<input checked="" type="checkbox"/> some relevant points identified 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
<b>AF3</b>	deduce, infer or interpret information, events or ideas from texts	<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	<input checked="" type="checkbox"/> 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 inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content
<b>AF4</b>	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	<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'	<input checked="" type="checkbox"/> 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 organisation at text level identified, e.g. 'the writer uses bullet points for the main reasons'
<b>AF5</b>	explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level	<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'	<input checked="" type="checkbox"/> some basic features of writer's use of language identified, e.g. 'all the questions make you want to find out what happens next' simple comments on writer's choices, e.g. "disgraceful" is a good word to use to show he is upset'
<b>AF6</b>	identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	<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'	<input checked="" type="checkbox"/> main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth' <input checked="" type="checkbox"/> 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' <input checked="" type="checkbox"/> simple comment on overall effect on reader, e.g. 'the way she describes him as "rat like" and "shifty" makes you think he's disgusting'
<b>AF7</b>	relate texts to social, cultural and historical contexts and literary traditions	<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	<input checked="" type="checkbox"/> features common to different texts or versions of the same text identified, with simple comment, e.g. characters, settings, presentational features <input checked="" type="checkbox"/> 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