

The National Strategies | Primary | Primary Framework for Literacy and Mathematics
Assessment Guidelines for Reading

Range of levels within which the great majority of pupils are expected to work		Attainment Targets	Expected attainment for the majority of pupils at the end of the key stage	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level	AF6 – identify and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader	AF7 – relate texts to their social, cultural and historical traditions
KS1	1			In some reading, usually with support: some high frequency and familiar words read fluently and automatically	In some reading, usually with support: some simple points from familiar texts recalled	In some reading, usually with support: reasonable inference at a basic level, e.g. identifying who is speaking in a story	In some reading, usually with support: some awareness of meaning of simple text features, e.g. font style, labels, titles	In some reading, usually with support: comments on obvious features of language, e.g. rhymes and refrains, significant words and phrases	In some reading, usually with support: some simple comments about preferences, mostly linked to own experience	In some reading, usually with support: 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 /information/pictures	comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style				
				some awareness of punctuation marks, e.g. pausing at full stops						
	2	AGE 7		In some reading... range of key words read on sight	In some reading... some specific, straightforward information recalled, e.g. names of characters, main ingredients	In some reading... simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow	In some reading... some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation	In some reading... some effective language choices noted, e.g. "slimy" is a good word there	In some reading... some awareness that writers have viewpoints and purposes, e.g. 'it tells you how to do something', 'she thinks it's not fair'	In some reading... general features of a few text types identified, e.g. information books, stories, print media
				unfamiliar words decoded using appropriate strategies, e.g. blending sounds	generally clear idea of where to look for information, e.g. about characters, topics	comments based on textual cues, sometimes misunderstood				
				some fluency and expression, e.g. taking account of punctuation, speech marks						
	3			In most reading... range of strategies used mostly effectively to read with fluency, understanding and expression	In most reading... simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from different places in the text	In most reading... straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'	In most reading... 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'	In most reading... 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'	In most reading... comments identify main purpose, e.g. 'the writer doesn't like violence'	In most reading... some simple connections between texts identified, e.g. similarities in plot, topic, or books by same
					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				
	4	AGE 11		Across a range of reading... some relevant points identified	Across a range of reading... 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	Across a range of reading... 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'	Across a range of reading... some basic features of organisation at text level identified, e.g. 'the writer uses bullet points for the main reasons'	Across a range of reading... some basic features of writer's use of language identified, e.g. 'all the questions make you want to find out what happens next'	Across a range of reading... main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'	Across a range of reading... 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 narrative or content					
5	AGE 14		Across a range of reading... most relevant points clearly identified, including those selected from different places in the text	Across a range of reading... comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter'	Across a range of reading... comments on structural choices show some general awareness of author'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'	Across a range of reading... 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'	Across a range of reading... 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'	Across a range of reading... main purpose clearly identified, often through general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree'	Across a range of reading... 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 accurate	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						
6										