Assessment criteria: Reading

The National Strategies — Secondary

	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
Level 8		**Across a range of reading** • clear critical stance develops a coherent interpretation of text(s), drawing on imaginative insights and well supported by reference and wider textual knowledge		**Across a range of reading** • clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning		**Across a range of reading** • response to overall effect of the text shows clear understanding and critical evaluation of writer's purposes and viewpoints and how these are articulated throughout the text	**Across a range of reading** • sustained critical analysis/evaluation of the text(s) shows appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it
Level 7		**Across a range of reading** • increasing precision in selection and application of textual reference to the point being made, *e.g. close reference at word level to refute an argument in a short stretch of text, or, deft selection across a longer textual stretch to evaluate a writer's viewpoint* • increasing ability to draw on knowledge of other sources to develop or clinch an argument, *e.g. referring to sources beyond the text to compare the effectiveness of imagery used*	**Across a range of reading** • comments begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence, *e.g. considering the relative importance of different pieces of evidence when evaluating a character's actions; rejecting an argument after exploring what is left unsaid by its proponent; developing a critique of a writer's viewpoint by adducing evidence from a range of insights*	**Across a range of reading** • some evaluation of the extent to which structural choices support the writer's theme or purpose, *e.g. exploration of the way a play's plot and subplot reflect on theme, or analysis of how the use of some inappropriate examples undermine the writer's argument against vivisection* • some appreciation of the skill with which a range of features relating to organisation at text level are used, *e.g. evaluating or comparing the effectiveness of timeswitches, section/chapter breaks or verse forms or use of direct speech in non narrative*	**Across a range of reading** • comments begin to develop precise, perceptive analysis of how language is used, *e.g. showing how language use reflects Macbeth's changing emotional state or explaining how euphemisms conceal brutality in a political statement* • some appreciation of how the writer's language choices contribute to the overall effect on the reader, *e.g. demonstrating the greater effectiveness of imagery in poem A than poem B, or arguing that the use of highly emotive language in a campaign leaflet is/is not counterproductive in audience effect*	**Across a range of reading** • responses begin to develop some analytic or evaluative comment on writer's purpose, *e.g. showing how the absence of females in Lord of the Flies affects author's purpose* • responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text, *e.g. tracing how a persona is established in a weekly newspaper column or dramatic monologue, or how a novelist establishes a first person narrator* • responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do, *e.g. how the dramatic monologues serve to retain sympathy for Macbeth despite what he has done*	**Across a range of reading** • responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, *e.g. how some features of a contemporary text show influence of earlier examples of that genre* • some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read, *e.g. how a particular context influences writers in different ways; or how the meaning or interpretation of a text changes according to the context in which it is read*
Level 6		**Across a range of reading** • relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • commentary incorporates apt textual reference and quotation to support main ideas or argument	**Across a range of reading** • comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, *e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement* • comments consider wider implications or significance of information, events or ideas in the text, *e.g. tracing how details contribute to overall meaning*	**Across a range of reading** • some detailed exploration of how structural choices support the writer's theme or purpose, *e.g. tracing how main ideas/characters develop over the text as a whole* • comment on how a range of features relating to organisation at text level contribute to the effects achieved, *e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas*	**Across a range of reading** • some detailed explanation, with appropriate terminology, of how language is used, *e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text* • some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, *e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'*	**Across a range of reading** • evidence for identifying main purpose precisely located at word/sentence level or traced through a text, *e.g. commenting on repetition of 'Brutus was an honourable man'.* • viewpoint clearly identified and explanation of it developed through close reference to the text, *e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'* • the effect on the reader clearly identified, with some explicit explanation as to how that effect has been created, *e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete'*	**Across a range of reading** • some exploration of textual conventions or features as used by writers from different periods, *e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing* • some detailed discussion of how the contexts in which texts are written and read affect meaning, *e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time*
Level 5		**Across a range of reading** • most relevant points clearly identified, including those selected from different places in the text • comments generally supported by relevant textual reference or quotation, even when points made are not always accurate	**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'* • 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*	**Across a range of reading** • 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 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'* • 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'*	**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'* • 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'* • 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'*	**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* • 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*
Level 4		**Across a range of reading** • 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*	**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* • inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**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'* • 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'* • simple comments on writer's choices, *e.g. '"disgraceful" is a good word to use to show he is upset'*	**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'* • 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'* • simple comment on overall effect on reader, *e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'*	**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* • 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*
Level 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* • 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*	**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"'* • 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*	**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'*	**In most reading** • comments identify main purpose, *e.g. 'the writer doesn't like violence'* • 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'*	**In most reading** • 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, social or cultural background*
Level 2	**In some reading** • range of key words read on sight • unfamiliar words decoded using appropriate strategies, *e.g. blending sounds* • some fluency and expression, *e.g. taking account of punctuation, speech marks*	**In some reading** • some specific, straightforward information recalled, *e.g. names of characters, main ingredients* • generally clear idea of where to look for information, *e.g. about characters, topics*	**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* • comments based on textual cues, sometimes misunderstood	**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* • some familiar patterns of language identified, *e.g. once upon a time; first, next, last*	**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'* • simple statements about likes and dislikes in reading, sometimes with reasons	**In some reading** • general features of a few text types identified, *e.g. information books, stories, print media* • some awareness that books are set in different times and places

QCA — Qualifications and Curriculum Authority

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 8	**Across a range of writing** • sentence structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader		**Across a range of writing** • imaginative, well controlled structuring of subject matter and management of paragraphing provide textual coherence and cohesion to position the reader appropriately in relation to the writer's purpose		**Across a range of writing** • creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges with distinctive personal voice and style matched to intended effect		**Across a range of writing** • wide ranging vocabulary used imaginatively and with precision	**Across a range of writing** • correct spelling throughout	
Level 7	**Across a range of writing** • variety of sentence types deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control • a range of features employed to shape/craft sentences that have individual merit and contribute to overall development of the text, *e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; antithesis, repetition or balance in sentence structure*		**Across a range of writing** • information, ideas and events skillfully managed and shaped to achieve intended purpose and effect, *e.g. introduction and development of character, plot, event, or the terms of an argument, are paced across the text* • a variety of devices position the reader, *e.g. skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled*	**Across a range of writing** • paragraphing across the text is integral to meaning and purpose, *e.g. paragraph length and complexity varied to match narrative pace or development of argument; varied devices to link or juxtapose paragraphs; paragraph structure repeated for effect* • individual paragraphs shaped or crafted for imaginative or rhetorical effect, *e.g. last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue*	**Across a range of writing** • imaginative and generally successful adaptation of wide range of forms and conventions to suit variety of purposes and audiences, *e.g. deliberate reference to other texts or textual conventions for effect or emphasis* • well judged, distinctive individual voice or point of view established and sustained throughout, *e.g. consistent handling of narrator's persona in fiction; well controlled use of original turns of phrase in formal discursive writing* • generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, *e.g. varying the level of formality within a piece for effect; direct address to the reader or taking the reader into their confidence*		**Across a range of writing** • vocabulary consistently, often imaginatively, well matched to purpose and audience • range of vocabulary generally varied and ambitious, often judiciously chosen	**Across a range of writing** • correct spelling throughout	
Level 6	**Across a range of writing** • controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect • confident use of a range of sentence features to clarify or emphasise meaning, *e.g. fronted adverbials ('Reluctantly, he…, Five days later, it…'), complex noun or prepositional phrases*	**Across a range of writing** • syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, *e.g. only occasional comma splices, some use of semi-colons, not always accurate*	**Across a range of writing** • material is clearly controlled and sequenced, taking account of the reader's likely reaction, *e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions* • a range of features clearly signal overall direction of the text for the reader, *e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs*	**Across a range of writing** • construction of paragraphs clearly supports meaning and purpose, *e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs* • within paragraphs, cohesive devices contribute to emphasis and effect, *e.g. adverbials as sentence starters*	**Across a range of writing** • imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, *e.g. deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot* • convincing, individual voice or point of view established and mostly sustained throughout, *e.g. authoritative expert view, convincing characterisation, adopting a role* • level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, *e.g. controlled informality, generalisations or shifts between conversational style and more literary language*		**Across a range of writing** • vocabulary chosen generally appropriate to purpose and audience • range of vocabulary generally varied and often ambitious, even though choices not always apt	**Across a range of writing** • generally correct spelling throughout, including some • ambitious, uncommon words • words with complex sound/symbol relationships • words with unstressed syllables • multiletter vowel and consonant symbols • likely errors • *occasionally in complex words such as outrageous, exaggerated, announcing, parallel*	
Level 5	**Across a range of writing** • a variety of sentence lengths, structures and subjects provides clarity and emphasis • wider range of connectives used to clarify relationship between ideas, *e.g. although, on the other hand, meanwhile* • some features of sentence structure used to build up detail or convey shades of meaning, *e.g. variation in word order, expansions in verb phrases*	**Across a range of writing** • full range of punctuation used accurately to demarcate sentences, including speech punctuation • syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted	**Across a range of writing** • material is structured clearly, with sentences organised into appropriate paragraphs • development of material is effectively managed across text, *e.g. closings refer back to openings* • overall direction of the text supported by clear links between paragraphs	**Across a range of writing** • paragraphs clearly structure main ideas across text to support purpose, *e.g. clear chronological or logical links between paragraphs* • within paragraphs / sections, a range of devices support cohesion, *e.g. secure use of pronouns, connectives, references back to text* • links between paragraphs / sections generally maintained across whole text	**Across a range of writing** • relevant ideas and material developed with some imaginative detail • development of ideas and material appropriately shaped for selected form, *e.g. nominalization for succinctness* • clear viewpoint established, generally consistent, with some elaboration, *e.g. some, uneven, development of individual voice or characterisation in role*	**Across a range of writing** • main purpose of writing is clear and consistently maintained • features of selected form clearly established with some adaptation to purpose • appropriate style clearly established to maintain reader's interest throughout	**Across a range of writing** • vocabulary chosen for effect • reasonably wide vocabulary used, though not always appropriately	**Across a range of writing** • correct spelling of • grammatical function words • almost all inflected words • most derivational suffixes and prefixes • most content/lexical words • likely errors • *occasional phonetically plausible spelling of unstressed syllables in content words* • *double consonants in prefixes*	
Level 4	**Across a range of writing** • some variety in length, structure or subject of sentences • use of some subordinating connectives, *e.g. if, when, because* throughout the text • some variation, generally accurate, in tense and verb forms	**Across a range of writing** • sentences demarcated accurately throughout the text, including question marks • speech marks to denote speech generally accurate, with some other speech punctuation • commas used in lists and occasionally to mark clauses, although not always accurately	**Across a range of writing** • ideas organised by clustering related points or by time sequence • ideas are organised simply with a fitting opening and closing, sometimes linked • ideas or material generally in logical sequence but overall direction of writing not always clearly signalled	**Across a range of writing** • paragraphs / sections help to organise content, *e.g. main idea usually supported or elaborated by following sentences* • within paragraphs / sections, limited range of connections between sentences, *e.g. overuse of 'also' or pronouns* • some attempts to establish simple links between paragraphs / sections not always maintained, *e.g. firstly, next*	**Across a range of writing** • relevant ideas and content chosen • some ideas and material developed in detail, *e.g. descriptions elaborated by adverbial and expanded noun phrases* • straightforward viewpoint generally established and maintained, *e.g. writing in role or maintaining a consistent stance*	**Across a range of writing** • main purpose of writing is clear but not always consistently maintained • main features of selected form are clear and appropriate to purpose • style generally appropriate to task, though awareness of reader not always sustained	**Across a range of writing** • some evidence of deliberate vocabulary choices • some expansion of general vocabulary to match topic	**Across a range of writing** • correct spelling of • most common grammatical function words, including adverbs with *-ly* • regularly formed content/lexical words, including those with multiple morphemes • most past and present tense inflections, plurals • likely errors • *homophones of some common grammatical function words* • *occasional phonetically plausible spelling in content/lexical words*	
Level 3	**In most writing** • reliance mainly on simply structured sentences, variation with support, *e.g. some complex sentences* • *and, but, so* are the most common connectives, subordination occasionally • some limited variation in use of tense and verb forms, not always secure	**In most writing** • straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks • some, limited, use of speech punctuation • comma splicing evident, particularly in narrative	**In most writing** • some attempt to organise ideas with related points placed next to each other • openings and closings usually signalled • some attempt to sequence ideas or material logically	**In most writing** • some internal structure within sections of text, *e.g. one-sentence paragraphs or ideas loosely organised* • within paragraphs / sections, some links between sentences, *e.g. use of pronouns or of adverbials* • movement between paragraphs / sections sometimes abrupt or disjointed	**In most writing** • some appropriate ideas and content included • some attempt to elaborate on basic information or events, *e.g. nouns expanded by simple adjectives* • attempt to adopt viewpoint, though often not maintained or inconsistent, *e.g. attitude expressed, but with little elaboration*	**In most writing** • purpose established at a general level • main features of selected form sometimes signalled to the reader • some attempts at appropriate style, with attention to reader	**In most writing** • simple, generally appropriate vocabulary used, limited in range • some words selected for effect or occasion	**In most writing** • correct spelling of • some common grammatical function words • common content/lexical words with more than one morpheme, including compound words • likely errors • *some inflected endings, e.g. past tense, comparatives, adverbs* • *some phonetically plausible attempts at content/lexical words*	**In most writing:** • legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	**In some forms of writing** • some variation in sentence openings, *e.g. not always starting with name or pronoun* • mainly simple sentences with *and* used to connect clauses • past and present tense generally consistent	**In some forms of writing** • clause structure mostly grammatically correct • sentence demarcation with capital letters and full stops usually accurate • some accurate use of question and exclamation marks, and commas in lists	**In some forms of writing** • some basic sequencing of ideas or material, *e.g. time-related words or phrases, line breaks, headings, numbers* • openings and/or closings sometimes signalled	**In some forms of writing** • ideas in sections grouped by content, some linking by simple pronouns	**In some forms of writing** • mostly relevant ideas and content, sometimes repetitive or sparse • some apt word choices create interest • brief comments, questions about events or actions suggest viewpoint	**In some forms of writing** • some basic purpose established, *e.g. main features of story, report* • some appropriate features of the given form used • some attempts to adopt appropriate style	**In some forms of writing** • simple, often speech-like vocabulary conveys relevant meanings • some adventurous word choices, *e.g. opportune use of new vocabulary*	**In some forms of writing** • usually correct spelling of • high frequency grammatical function words • common single morpheme content/lexical words • likely errors • *inflected endings, e.g. past tense, plurals, adverbs* • *phonetic attempts at vowel digraphs*	**In some forms of writing:** • letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters • clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words