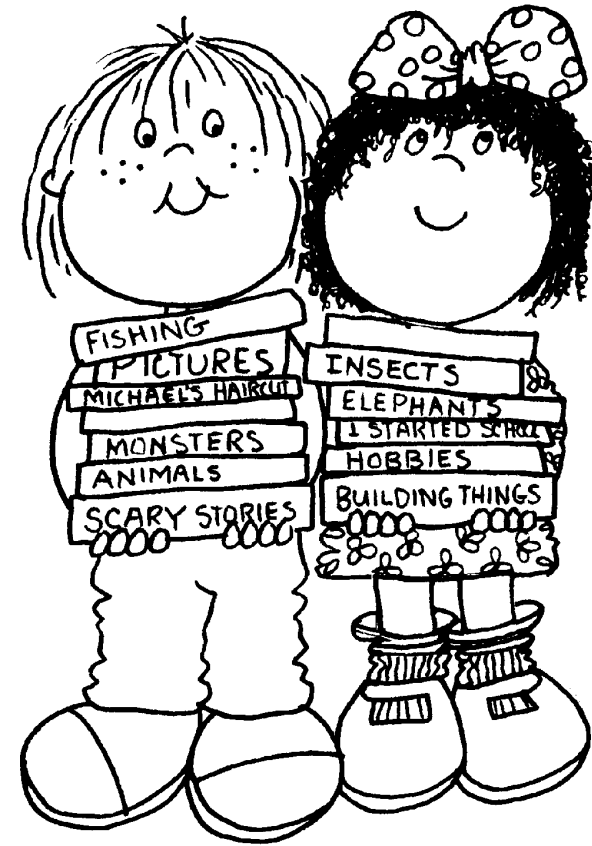


Some notes about my reading:



I can Reading Booklet



AF 2 Understanding and selecting information:
Quotation use

AF3 Infer, deduce and interpret from texts

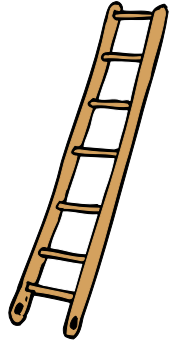
AF4 Structure and organisation of a text

AF5 Use of language - word & sentence level

AF6 Writers' purposes and viewpoint - overall effect on the reader

AF7 Social, cultural and historical links

Level 5



In a range of reading

I can identify clearly most relevant points, from different places in a text.
I usually support my comments about texts with references and quotations.

In a range of reading

I can explain inferred meanings, using evidence from different parts of the text.
I can make inferences and deductions based on evidence from the text, for example, knowing a character's feelings based on their speech or actions.

In a range of reading

I can comment on how writers choose to structure their writing to suit the purpose of the text.
I can identify and give some explanation about different ways texts are organised.

In a range of reading

I can identify, and give some explanation of, various features of language used by writers.
I can make some comments on the effects of writers' language/ word choices.

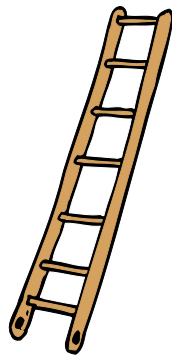
In a range of reading

I can clearly identify the main purposes of a text, often by making a general comment about what is written.
I can clearly identify the writers' viewpoints, giving some explanation.
I show a general awareness of the effect on the reader and can give some explanation.

In a range of reading

I can identify, and give some explanation of, similarities and differences between texts or versions of texts.
I can give some explanation of how the context in which a text is written or read can influence its meaning.

Level 4



In most of my reading

I can pick out some relevant points from texts.
I can support some points with quotations or references.

In most of my reading

I can infer meanings using evidence from different parts of a text, for example, saying why a character did something from the situation or actions.
Often I can infer meaning and I try to use evidence from the text.

In most of my reading

I can make some comments about the choices writers make in structuring a text.
I can identify basic features of whole text organisation.

In most of my reading

I can pick out some ways that the writer uses language for effect, for example, questions used to make you want to know what happens next.
I can make simple comments on the effect of writers' choices of language/words.

In most of my reading

I can identify the main purpose of texts.
I can make comments about writers' viewpoints.
I can make comments about the overall effect on the reader.

In most of my reading

I can identify similar features in different texts, and begin to comment on them, for example, characters, settings, presentational features in texts.
I can make some comments on the effect that the writer's / reader's situation has on the meaning, e.g. the time or setting of the texts.