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	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
<b>Level 8</b>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>sentences structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader</li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>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</li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>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</li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>wide ranging vocabulary used imaginatively and with precision</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>correct spelling throughout</li> </ul>	
<b>Level 7</b>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>variety of sentence types deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control</li> <li>a range of features employed to shape/craft sentences that have individual merit and contribute to overall development of the text, e.g. <i>embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; antithesis, repetition or balance in sentence structure</i></li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>information, ideas and events skillfully managed and shaped to achieve intended purpose and effect, e.g. <i>introduction and development of character, plot, event, or the terms of an argument, are paced across the text</i></li> <li>a variety of devices position the reader, e.g. <i>skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>paragraphing across the text is integral to meaning and purpose, e.g. <i>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</i></li> <li>individual paragraphs shaped or crafted for imaginative or rhetorical effect, e.g. <i>last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>imaginative and generally successful adaptation of wide range of forms and conventions to suit variety of purposes and audiences, e.g. <i>deliberate reference to other texts or textual conventions for effect or emphasis</i></li> <li>well judged, distinctive individual voice or point of view established and sustained throughout, e.g. <i>consistent handling of narrator's persona in fiction; well controlled use of original turns of phrase in formal discursive writing</i></li> <li>generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, e.g. <i>varying the level of formality within a piece for effect; direct address to the reader or taking the reader into their confidence</i></li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>vocabulary consistently, often imaginatively, well matched to purpose and audience</li> <li>range of vocabulary generally varied and ambitious, often judiciously chosen</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>correct spelling throughout</li> </ul>	
<b>Level 6</b>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</li> <li>confident use of a range of sentence features to clarify or emphasise meaning, e.g. <i>fronted adverbials ("Reluctantly, he..., Five days later, it..."), complex noun or prepositional phrases</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, e.g. <i>only occasional comma splices, some use of semi-colons, not always accurate</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. <i>paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i></li> <li>a range of features clearly signal overall direction of the text for the reader, e.g. <i>opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>construction of paragraphs clearly supports meaning and purpose, e.g. <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i></li> <li>within paragraphs, cohesive devices contribute to emphasis and effect, e.g. <i>adverbials as sentence starters</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>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. <i>deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot</i></li> <li>convincing, individual voice or point of view established and mostly sustained throughout, e.g. <i>authoritative expert view, convincing characterisation, adopting a role</i></li> <li>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. <i>controlled informality, generalisations or shifts between conversational style and more literary language</i></li> </ul>		<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>vocabulary chosen generally appropriate to purpose and audience</li> <li>range of vocabulary generally varied and often ambitious, even though choices not always apt</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>generally correct spelling throughout, including some <ul style="list-style-type: none"> <li>ambitious, uncommon words</li> <li>words with complex sound/symbol relationships</li> <li>words with unstressed syllables</li> <li>multiletter vowel and consonant symbols</li> </ul> </li> <li>likely errors: <ul style="list-style-type: none"> <li>occasionally in complex words such as <i>outrageous, exaggerated, announcing, parallel</i></li> </ul> </li> </ul>	
<b>Level 5</b>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>a variety of sentence lengths, structures and subjects provides clarity and emphasis</li> <li>wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i></li> <li>some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>full range of punctuation used accurately to demarcate sentences, including speech punctuation</li> <li>syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>material is structured clearly, with sentences organised into appropriate paragraphs</li> <li>development of material is effectively managed across text, e.g. <i>closings refer back to openings</i></li> <li>overall direction of the text supported by clear links between paragraphs</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i></li> <li>within paragraphs / sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i></li> <li>links between paragraphs / sections generally maintained across whole text</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>relevant ideas and material developed with some imaginative detail</li> <li>development of ideas and material appropriately shaped for selected form, e.g. <i>nominalization for succinctness</i></li> <li>clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>main purpose of writing is clear and consistently maintained</li> <li>features of selected form clearly established with some adaptation to purpose</li> <li>appropriate style clearly established to maintain reader's interest throughout</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>vocabulary chosen for effect</li> <li>reasonably wide vocabulary used, though not always appropriately</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>correct spelling of <ul style="list-style-type: none"> <li>grammatical function words</li> <li>almost all inflected words</li> <li>most derivational suffixes and prefixes</li> <li>most content/lexical words</li> </ul> </li> <li>likely errors <ul style="list-style-type: none"> <li>occasional phonetically plausible spelling of unstressed syllables in content words</li> <li>double consonants in prefixes</li> </ul> </li> </ul>	
<b>Level 4</b>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>some variety in length, structure or subject of sentences</li> <li>use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote speech generally accurate, with some other speech punctuation</li> <li>commas used in lists and occasionally to mark clauses, although not always accurately</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>ideas organised by clustering related points or by time sequence</li> <li>ideas are organised simply with a fitting opening and closing, sometimes linked</li> <li>ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>paragraphs / sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs / sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs / sections not always maintained, e.g. <i>firstly, next</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>main purpose of writing is clear but not always consistently maintained</li> <li>main features of selected form are clear and appropriate to purpose</li> <li>style generally appropriate to task, though awareness of reader not always sustained</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>some evidence of deliberate vocabulary choices</li> <li>some expansion of general vocabulary to match topic</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>correct spelling of <ul style="list-style-type: none"> <li>most common grammatical function words, including adverbs with -ly formation</li> <li>regularly formed content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> </ul> </li> <li>likely errors <ul style="list-style-type: none"> <li>homophones of some common grammatical function words</li> <li>occasional phonetically plausible spelling in content/lexical words</li> </ul> </li> </ul>	
<b>Level 3</b>	<b>In most writing</b> <ul style="list-style-type: none"> <li>reliance mainly on simply structured sentences, variation with support, e.g. <i>some complex sentences</i></li> <li><i>and, but, so</i> are the most common connectives, subordination occasionally</li> <li>some limited variation in use of tense and verb forms, not always secure</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</li> <li>some, limited, use of speech punctuation</li> <li>comma splicing evident, particularly in narrative</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some attempt to organise ideas with related points placed next to each other</li> <li>openings and closings usually signalled</li> <li>some attempt to sequence ideas or material logically</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i></li> <li>within paragraphs / sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i></li> <li>movement between paragraphs / sections sometimes abrupt or disjointed</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i></li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>purpose established at a general level</li> <li>main features of selected form sometimes signalled to the reader</li> <li>some attempts at appropriate style, with attention to reader</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>simple, generally appropriate vocabulary used, limited in range</li> <li>some words selected for effect or occasion</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>correct spelling of <ul style="list-style-type: none"> <li>some common grammatical function words</li> <li>common content/lexical words with more than one morpheme, including compound words</li> </ul> </li> <li>likely errors <ul style="list-style-type: none"> <li>some inflected endings, e.g. <i>past tense, comparatives, adverbs</i></li> <li>some phonetically plausible attempts at content/lexical words</li> </ul> </li> </ul>	<b>In most writing:</b> <ul style="list-style-type: none"> <li>legible style, shows accurate and consistent letter formation, sometimes joined</li> </ul>
<b>Level 2</b>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i></li> <li>mainly simple sentences with <i>and</i> used to connect clauses</li> <li>past and present tense generally consistent</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>clause structure mostly grammatically correct</li> <li>sentence demarcation with capital letters and full stops usually accurate</li> <li>some accurate use of question and exclamation marks, and commas in lists</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i></li> <li>openings and/or closings sometimes signalled</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>ideas in sections grouped by content, some linking by simple pronouns</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>most relevant ideas and content, sometimes repetitive or sparse</li> <li>some apt word choices create interest</li> <li>brief comments, questions about events or actions suggest viewpoint</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>some basic purpose established, e.g. <i>main features of story, report</i></li> <li>some appropriate features of the given form used</li> <li>some attempts to adopt appropriate style</li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>simple, often speech-like vocabulary conveys relevant meanings</li> <li>some adventurous word choices, e.g. <i>opportune use of new vocabulary</i></li> </ul>	<b>In some forms of writing</b> <ul style="list-style-type: none"> <li>usually correct spelling of <ul style="list-style-type: none"> <li>high frequency grammatical function words</li> <li>common single morpheme content/lexical words</li> </ul> </li> <li>likely errors <ul style="list-style-type: none"> <li>inflected endings, e.g. <i>past tense, plurals, adverbs</i></li> <li>phonetic attempts at vowel digraphs</li> </ul> </li> </ul>	<b>In some forms of writing:</b> <ul style="list-style-type: none"> <li>letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters</li> <li>clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words</li> </ul>
<b>Level 1</b>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>reliance on simple phrases and clauses</li> <li>some sentence-like structures formed by chaining clauses together, e.g. <i>series of ideas joined by repeated use of 'and'</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>mostly grammatically accurate clauses</li> <li>some awareness of use of full stops and capital letters, e.g. <i>beginning/end of sentence</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>some formulaic phrases indicate start/end of text, e.g. <i>once upon a time, one day, the end</i></li> <li>events/ideas sometimes in appropriate order, e.g. <i>actions listed in time sequence, items numbered</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>simple connections between ideas, events, e.g. <i>repeated nouns, pronouns relate to main idea</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>basic information and ideas conveyed through appropriate word choice, e.g. <i>relate to topic</i></li> <li>some descriptive language, e.g. <i>colour, size, simple emotion</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>some indication of basic purpose, particular form or awareness of reader, e.g. <i>story, label, message</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>mostly simple vocabulary</li> <li>communicates meaning through repetition of key words</li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>usually correct spelling of simple high-frequency words</li> <li>phonetically plausible attempts at words with digraphs and double letters</li> <li>sufficient number of recognisable words for writing to be readable, including, e.g. <i>use of letter names to approximate syllables and words</i></li> </ul>	<b>In some writing, usually with support:</b> <ul style="list-style-type: none"> <li>most letters correctly formed and orientated</li> <li>spaces between words</li> <li>upper and lower case sometimes distinguished</li> <li>use of ICT, e.g. <i>use keyboard to type own name</i></li> </ul>

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	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		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>clear critical stance develops a coherent interpretation of text(s), drawing on imaginative insights and well supported by reference and wider textual knowledge</li> </ul>		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning</li> </ul>		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
Level 7		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>increasing precision in selection and application of textual reference to the point being made, e.g. <i>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</i></li> <li>increasing ability to draw on knowledge of other sources to develop or clinch an argument, e.g. <i>referring to sources beyond the text to compare the effectiveness of imagery used</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence, e.g. <i>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</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some evaluation of the extent to which structural choices support the writer's theme or purpose, e.g. <i>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</i></li> <li>some appreciation of the skill with which a range of features relating to organisation at text level are used, e.g. <i>evaluating or comparing the effectiveness of timeswitches, section/chapter breaks or verse forms or use of direct speech in non narrative</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments begin to develop precise, perceptive analysis of how language is used, e.g. <i>showing how language use reflects Macbeth's changing emotional state or explaining how euphemisms conceal brutality in a political statement</i></li> <li>some appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. <i>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</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>responses begin to develop some analytic or evaluative comment on writer's purpose, e.g. <i>showing how the absence of females in Lord of the Flies affects author's purpose</i></li> <li>responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text, e.g. <i>tracing how a persona is established in a weekly newspaper column or dramatic monologue, or how a novelist establishes a first person narrator</i></li> <li>responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do, e.g. <i>how the dramatic monologues serve to retain sympathy for Macbeth despite what he has done</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. <i>how some features of a contemporary text show influence of earlier examples of that genre</i></li> <li>some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read, e.g. <i>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</i></li> </ul>
Level 6		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text</li> <li>commentary incorporates apt textual reference and quotation to support main ideas or argument</li> </ul>	<b>Across a range of reading:</b> <ul style="list-style-type: none"> <li>comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. <i>explaining the association of different words in an image, or exploring connotations in a political speech or advertisement</i></li> <li>comments consider wider implications or significance of information, events or ideas in the text, e.g. <i>tracing how details contribute to overall meaning</i></li> </ul>	<b>Across a range of reading:</b> <ul style="list-style-type: none"> <li>some detailed exploration of how structural choices support the writers' theme or purpose, e.g. <i>tracing how main ideas/characters develop over the text as a whole</i></li> <li>comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. <i>how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some detailed explanation, with appropriate terminology, of how language is used, e.g. <i>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</i></li> <li>some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. <i>"all the images of flowers make the events seem less horrific and makes it even sadder"</i></li> </ul>	<b>Across a range of reading:</b> <ul style="list-style-type: none"> <li>evidence for identifying main purpose precisely located at word/sentence level or traced through a text, e.g. <i>commenting on repetition of "Brutus was an honourable man"</i></li> <li>viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. <i>"you know it's told from Eric's point of view even though he doesn't use the first person"</i></li> <li>the effect on the reader clearly identified, with some explicit explanation as to how that effect has been created, e.g. <i>"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"</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some exploration of textual conventions or features as used by writers from different periods, e.g. <i>comparing examples of sonnet form, dramatic monologue, or biography or travel writing</i></li> <li>some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. <i>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</i></li> </ul>
Level 5		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>most relevant points clearly identified, including those selected from different places in the text</li> <li>comments generally supported by relevant textual reference or quotation, even when points made are not always accurate</li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments develop explanation of inferred meanings drawing on evidence across the text, e.g. <i>"you know her dad was lying because earlier she saw him take the letter"</i></li> <li>comments make inferences and deductions based on textual evidence, e.g. <i>in drawing conclusions about a character's feelings on the basis of their speech and actions</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments on structural choices show some general awareness of writer's craft, e.g. <i>"it tells you all things burglars can do to your house and then the last section explains how the alarm protects you"</i></li> <li>various features relating to organisation at text level, including form, are clearly identified, with some explanation, e.g. <i>"each section starts with a question as if he's answering the crowd"</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>various features of writer's use of language identified, with some explanation, e.g. <i>"when it gets to the climax they speak in short sentences and quickly which makes it more tense"</i></li> <li>comments show some awareness of the effect of writer's language choices, e.g. <i>"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen"</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>main purpose clearly identified, often through general overview, e.g. <i>"the writer is strongly against war and wants to persuade the reader to agree"</i></li> <li>viewpoint in texts clearly identified, with some, often limited, explanation, e.g. <i>"at the end he knows he's done wrong and makes the snake sound attractive and mysterious"</i></li> <li>general awareness of effect on the reader, with some, often limited, explanation, e.g. <i>"you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see"</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments identify similarities and differences between texts, or versions, with some explanation, e.g. <i>narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports</i></li> <li>some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. <i>how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written</i></li> </ul>
Level 4		<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some relevant points identified</li> <li>comments supported by some generally relevant textual reference or quotation, e.g. <i>reference is made to appropriate section of text but is unselective and lacks focus</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>comments make inferences based on evidence from different points in the text, e.g. <i>interpreting a character's motive from their actions at different points</i></li> <li>inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content</li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some structural choices identified with simple comment, e.g. <i>he describes the accident first and then goes back to tell you why the child was in the road'</i></li> <li>some basic features of organisation at text level identified, e.g. <i>the writer uses bullet points for the main reasons'</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>some basic features of writer's use of language identified, e.g. <i>'all the questions make you want to find out what happens next'</i></li> <li>simple comments on writer's choices, e.g. <i>"disgraceful" is a good word to use to show he is upset'</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>main purpose identified, e.g. <i>'it's all about why going to the dentist is important and how you should look after your teeth'</i></li> <li>simple comments show some awareness of writer's viewpoint, e.g. <i>he only tells you good things about the farm and makes the shop sound boring'</i></li> <li>simple comment on overall effect on reader, e.g. <i>'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'</i></li> </ul>	<b>Across a range of reading</b> <ul style="list-style-type: none"> <li>features common to different texts or versions of the same text identified, with simple comment, e.g. <i>characters, settings, presentational features</i></li> <li>simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. <i>historical context, place, social relationships</i></li> </ul>
Level 3	<b>In most reading</b> <ul style="list-style-type: none"> <li>range of strategies used mostly effectively to read with fluency, understanding and expression</li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>simple, most obvious points identified though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i></li> <li>some comments include quotations from or references to text, but not always relevant, e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>straightforward inference based on a single point of reference in the text, e.g. <i>'he was upset because it says "he was crying"</i></li> <li>responses to text show meaning established at a literal level e.g. <i>"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</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>a few basic features of organisation at text level identified, with little or no linked comment, e.g. <i>'it tells about all the different things you can do at the zoo'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>a few basic features of writer's use of language identified, but with little or no comment, e.g. <i>'there are lots of adjectives'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>comments identify main purpose, e.g. <i>'the writer doesn't like violence'</i></li> <li>express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. <i>'she was just horrible like my nan is sometimes'</i></li> </ul>	<b>In most reading</b> <ul style="list-style-type: none"> <li>some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i></li> <li>recognition of some features of the context of texts, e.g. <i>historical setting, social or cultural background</i></li> </ul>
Level 2	<b>In some reading</b> <ul style="list-style-type: none"> <li>range of key words read on sight</li> <li>unfamiliar words decoded using appropriate strategies, e.g. <i>blending sounds</i></li> <li>some fluency and expression, e.g. <i>taking account of punctuation, speech marks</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some specific, straightforward information recalled, e.g. <i>names of characters, main ingredients</i></li> <li>generally clear idea of where to look for information, e.g. <i>about characters, topics</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>simple, plausible inference about events and information, using evidence from text e.g. <i>how a character is feeling, what makes a plant grow</i></li> <li>comments based on textual cues, sometimes misunderstood</li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some awareness of use of features of organisation, e.g. <i>beginning and ending of story, types of punctuation</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some effective language choices noted, e.g. <i>'slimy' is a good word there</i></li> <li>some familiar patterns of language identified, e.g. <i>once upon a time; first, next, last</i></li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something', 'she thinks it's not fair'</i></li> <li>simple statements about likes and dislikes in reading, sometimes with reasons</li> </ul>	<b>In some reading</b> <ul style="list-style-type: none"> <li>general features of a few text types identified, e.g. <i>information books, stories, print media</i></li> <li>some awareness that books are set in different times and places</li> </ul>
Level 1	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>some high frequency and familiar words read fluently and automatically</li> <li>decode familiar and some unfamiliar words using blending as the prime approach</li> <li>some awareness of punctuation marks, e.g. <i>pausing at full stops</i></li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>some simple points from familiar texts recalled</li> <li>some pages/sections of interest located, e.g. <i>favourite characters/events /information/pictures</i></li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>reasonable inference at a basic level, e.g. <i>identifying who is speaking in a story</i></li> <li>comments/questions about meaning of parts of text, e.g. <i>details of illustrations diagrams, changes in font style</i></li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>some awareness of meaning of simple text features, e.g. <i>font style, labels, titles</i></li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>comments on obvious features of language, e.g. <i>rhymes and refrains, significant words and phrases</i></li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>some simple comments about preferences, mostly linked to own experience</li> </ul>	<b>In some reading, usually with support:</b> <ul style="list-style-type: none"> <li>a few basic features of well-known story and information texts distinguished, e.g. <i>what typically happens to good and bad characters, differences between type of text in which photos or drawings used</i></li> </ul>