



# Guided Reading: Group Record

**Group:**

Reading AF's		Level 1 - In some reading, usually with support:	Level 2 - In some reading:
<b>AF1</b>	use a range of strategies, including accurate decoding of text, to read meaning	<input checked="" type="checkbox"/> some high frequency and familiar words read fluently and automatically <input checked="" type="checkbox"/> decode familiar and some unfamiliar words using blending as the prime approach <input checked="" type="checkbox"/> some awareness of punctuation marks, e.g. pausing at full stops	<input checked="" type="checkbox"/> range of key words read on sight <input checked="" type="checkbox"/> unfamiliar words decoded using appropriate strategies, e.g. blending sounds <input checked="" type="checkbox"/> some fluency and expression, e.g. taking account of punctuation, speech marks
<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"/> some simple points from familiar texts recalled <input checked="" type="checkbox"/> some pages/sections of interest located, e.g. favourite characters/events /information/pictures	<input checked="" type="checkbox"/> some specific, straightforward information recalled, e.g. names of characters, main ingredients <input checked="" type="checkbox"/> generally clear idea of where to look for information, e.g. about characters, topics
<b>AF3</b>	deduce, infer or interpret information, events or ideas from texts	<input checked="" type="checkbox"/> reasonable inference at a basic level, e.g. identifying who is speaking in a story <input checked="" type="checkbox"/> comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style	<input checked="" type="checkbox"/> simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow <input checked="" type="checkbox"/> comments based on textual cues, sometimes misunderstood
<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"/> some awareness of meaning of simple text features, e.g. font style, labels, titles	<input checked="" type="checkbox"/> some awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation
<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"/> comments on obvious features of language, e.g. rhymes and refrains, significant words and phrases	<input checked="" type="checkbox"/> some effective language choices noted, e.g. "slimy" is a good word there' <input checked="" type="checkbox"/> some familiar patterns of language identified, e.g. once upon a time; first, next, last
<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"/> some simple comments about preferences, mostly linked to own experience	<input checked="" type="checkbox"/> some awareness that writers have viewpoints and purposes, e.g. 'it tells you how to do something', 'she thinks it's not fair' <input checked="" type="checkbox"/> simple statements about likes and dislikes in reading, sometimes with reasons
<b>AF7</b>	relate texts to social, cultural and historical contexts and literary traditions	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> general features of a few text types identified