

Reading assessment focus (AF) grids

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' uses 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 contexts and literary traditions

Points to remember when using the reading AFs

- Assessment focuses are not hierarchical or related to age or ability, and they define broad areas in which evidence can be examined in order to determine how well pupils are progressing.
- Readers use a range of strategies to decode texts (AF1), which become more automatic with experience, as listening to pupils read throughout Key Stage 2 demonstrates.
- Reading involves making meaning from content, structure and language (AFs 2 to 5).
- To develop as readers who can make sense of a wide range of texts, pupils need to be secure on AF3, as securing AF3 is a vital underpinning for progress through level 4 and above.

- The AFs that highlight evaluation and analysis (AFs 4 to 7) build on the skills in AFs 1 to 3.
- In exploring a text, readers respond to specific aspects (AFs 4 to 5), to the text as a whole (AF6) and consider how the text relates to their wider reading and experience (AF7).

Reading: making a level judgement

Use these steps to formalise your assessments of pupils' reading into level judgements.

You will need:

- evidence of a pupil's reading that shows most independence;
- other evidence about the pupil as a reader – for example, notes on plans, pupil's own reflections and your own recollections of classroom interactions;
- a copy of the assessment guidelines for the level borderline that is your starting point.

Step 1: Making best-fit judgements

Draw on what you know about the pupil's reading to decide if it best fits the criteria for the lower level or higher level within each AF on the guidelines.

A best fit does not mean that the pupil fulfils every aspect of the criteria for an AF.

- If you find you cannot make a judgement in any AF, enter a tick (✓) in the box for 'insufficient evidence (IE)'. Recording IE has implications for planning.
- If there is some evidence but not in your judgement enough to warrant highlighting of any of the criteria, tick (✓) in the 'below the level (BL)' box for the AF.
- When you are confident about which criteria are the best fit, highlight them.

Step 2: Working through the AFs

For pupils at the level 1/2 and 2/3 borderline

- Start with AF1.
- Enter a tick (✓) in the box in the cell that relates most closely to the pupil's reading in AF1.

For pupils at level 3 and above

- AF1 is assumed.
- Start with AF2.
- Enter a tick (✓) in the box that relates most closely to the pupil's reading in AF2.

For all pupils

- Repeat the process for AFs 3 to 7.
- For each AF in turn, decide whether what you know about the pupil's reading best fits the criteria above or below the line. Enter a tick (✓) in the box that relates most closely to the pupil's reading in the AF.

Step 3: Making an overall level judgement

For level 2

- '2s' in AF1 and AF2
- and
- some level 2 highlighting in AF3

For level 3

- '3s' for AF2 and AF3
- and
- level 3 for at least one other AF

For level 4

- '4s' for AF2 and AF3
- and
- level 4 for at least one other AF

For level 5

- '5s' for any four AFs, as long as they have achieved level 4 in AF3

Step 4: Refining your judgement

Look across the AFs and decide whether the level is 'low', 'secure' or 'high':

- **low** if there is highlighting above and below the line or if the evidence is thin;
- **secure** if the criteria for the level are mostly highlighted across the AFs;
- **high** if all criteria for the level are highlighted across the AFs.

Enter a tick (✓) in the box that relates most closely to the pupil's reading overall.