

Assessing Pupil Progress: Gathering Evidence in Reading

Assessment focus 1 (AF1)

Use a range of strategies, including accurate decoding of text, to read for meaning.

Territory of the AF

This assessment focus is about the process of decoding text. For this reason, it is not assessed beyond L3. Teachers will need evidence of pupils using a range of strategies with an emphasis on phonic strategies in the early stages. Fluency and expression (including attention to punctuation), is also a key part of this AF.

Examples of evidence for AF1 in the classroom

- Running records of reading;
- Teacher/TA reading records;
- Home/school records;
- Evidence drawn from guided reading
- Phonic tracking grid
- Reading for the class/for the benefit of other pupils

Assessment focus 2 (AF2)

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Territory of the AF

The key to this AF is identifying the relevant information and commenting upon it, using references and quotations to exemplify. This may involve retelling or paraphrasing information, events or ideas. At lower levels this may be by locating a piece of information; progression is shown by locating information from a variety of places in the text. Progression is also shown by the relevance of comments made and the evidence to support them.

Examples of evidence for AF2 in the classroom

- Cross-curricular research where relevant information has been identified and retrieved from websites, encyclopaedias, text books etc..;
- Any information retrieved as a concept map/brainstorm, chart, diagram, notes, lists, text marking;
- Pupil generated questions about what has been read;
- Reading journal entries which summarise what happened or refer to events within the text;
- Oral or written responses to basic comprehension questions, ie, How do you know that? Where is that in the text? When did it happen? What happened? What are the main events?
- Constructing character profiles or images of settings (visualisation) from information in a text;
- Using Speaking and Listening/Drama activities, eg jigsawing, envying, hotseating, debate, conscience alley, to observe what children have identified, selected and understood from texts read;
- A written summary or book review of a text;
- Re-telling stories and recounts (pictorial/cartoon strip representations also show an understanding of AF2).
- 'Fastest finger first' to find and report back orally, or text mark key information

Assessment focus 3 (AF3)

Deduce, infer or interpret information, events or ideas from texts.

Territory of the AF

Children's Services

This assessment focus is about how we derive meaning from a text. The key skill within this is that of inference. The ability to make inferences is, in simple terms, the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inference can be as simple as associating the pronoun 'he' with a previously mentioned male person. Or, it can be as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by the writer and drawing on the reader's own background knowledge. Progression is shown through the complexity of the inferences drawn, the complexity of the text (not just harder language but concepts) and also the clarity of children's explanation and justification of their understandings.

The quality of the text used is very important. Quality texts with layers of meaning and interest will provide rich opportunities for children to demonstrate their inferential skills and for the teacher to extend these skills;

Examples of evidence for AF3 in the classroom

- Much of the evidence for this AF will come from evidence of guided reading sessions;
- Reading journals in which children are prompted to reflect on inferential questions;
- Writing in role as a character from a story, or a character from history (ie a diary entry/postcard as an evacuee) depend on inference.
- Hot seating, freeze framing, conscience alley, role on the wall etc... will all provide children with the opportunity to use what they know about the text to make well grounded predictions through inference.
- Thought bubbles/Thought tracking
- Children can demonstrate AF3 through working with texts in the widest sense for example, picture books, film, analysis of images etc
- Many activities which focus on exploring character and motivation will elicit evidence of inference;
- The quality of questioning will determine the level of inference demonstrated in responses;
- Any activity related to text (fiction, non-fiction and poetry) has the potential for developing and evidencing inference.

Assessment focus 4 (AF4) Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Territory of the AF

The key words in this AF are 'identify' and 'comment'. Teachers need to provide opportunities for children to engage with a range of different non-fiction, fiction and poetry texts with varying layouts and features. Children need to discuss both text type/genre and form. The main focus for this AF is structure and organisation at whole text level. Children need opportunities to discuss whole texts in terms of how they are organised and structured and the impact of this.

Examples of evidence for AF4 in the classroom

- Sequencing and sorting jumbled pictures, lines, sentences or paragraphs from a text;
- Non-fiction, fiction and poetry texts annotated to comment on structure and presentational features;
- Annotation of sentence construction/punctuation in terms of the impact on the whole text purpose, eg starting with imperative for instructions, inverted clause structure for emphasis, sentence connectives;
- Mapping an author's story and creating their own story plan. Children explaining their decisions (links to AF3 in writing). Work with non-fiction skeletons or fiction blueprints is key here;
- Planning their own non-fiction text and explaining their decisions (links to AF3 in writing);
- Teacher observations of children reading and searching for information in books, multi-modal texts and on the internet.

Assessment focus 5 (AF5)

Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level.

Territory of the AF

Key words in this AF are 'explain' and 'comment'. Teachers need to create interesting and stimulating opportunities for pupils to analyse text at sentence and word level; identify examples of language features and articulate the effect. The texts that are used with the children must include a variety of fiction, non-fiction and poetry. Progression is shown by the quality of comments about the use of language and growing, explicit reference to authorial intent.

Examples of evidence for AF5 in the classroom

- Text marking and annotation;
- Collaborative discussion of the text in shared and guided;
- Revealing short paragraphs word by word or sentence by sentence, exploring the effect of the words and sentences. For example, children can select a word and brainstorm all the images connected with it, make associations between those images and explore the possible intended impact in the context of the text, e.g. 'saggy house'.
- Alternative words/phrases/sentences suggested by the pupils;
- Pupil revision of their own writing shows consideration of choices of words and sentence construction through discussion and in writing books.
- Contributions to working walls and word banks;
- Activities using sentences/phrases out of context from a range of text types; discussing and justifying the text type they come from.

Assessment focus 6:

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Territory of the AF

This AF progresses from children expressing personal opinions and preferences to a growing awareness of the role and viewpoint of the author. A key element is the 'overall effect' of the text which requires that children are able to talk about texts as a whole. This may involve many links with AF4.

Examples of evidence for AF6 in the classroom

- Key questions which will elicit evidence of this AF are:
 - What do I think/feel?
 - Who is telling?
 - How is the viewpoint constructed?
 - What impact does this have on me as a reader?
- At the early stages, work around developing and promoting book/reading preferences will provide evidence. (Personal reading and home/school reading can contribute here);
- Book reviews in a wide range of ways (oral, written, online collaboration);
- Drama and role play provide rich sources of evidence for children's understanding and explanations of viewpoint (thought tracking, freeze framing, hot seating etc);
- Tracking changes through texts promotes consideration of viewpoint and authorial intent (e.g. tracking how a character changes from being scared to being brave and why);
- Visual texts are useful here as the author is replaced by a director (e.g. looking at use of sound/light/camera angle).

Assessment focus 7:
Relate texts to their social, cultural and historical traditions.***Territory of the AF***

This AF is essentially about placing a text in a wider context which may be a genre or social/cultural/historical. In the early stages it relates to making simple connections with other known texts. As children progress, they learn to make more sophisticated connections between texts including connections to the cultural context for both writer and reader.

Examples of evidence for AF7 in the classroom

- Much evidence for this AF comes from asking children to make links and connections. Activating prior knowledge and encouraging children to discuss and find linked texts (in the broadest sense) will provide opportunities for assessing this AF;
- Cross curricular learning is vital here. Children need to be able to link their learning in other areas **to** texts and also generate purposes for learning in other areas **from** the text;
- Comparisons between texts and films/TV versions;
- Reading journals and promoting personal reading journeys (SLS can support teacher and children with book recommendations). Whilst not explicit in the criteria, developing children's preferences as readers and articulating that will offer rich evidence for this AF;
- Children need to have opportunities to compare texts at a variety of levels e.g. plot, theme, setting, use of language, character, author etc.