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| **Level 5** - Across a range of reading  AF2 I can clearly identify relevant points. I can sum up and combine information, either from different texts or different places in the same text. |  | **Level 5** - Across a range of reading  AF2 I can clearly identify relevant points. I can sum up and combine information, either from different texts or different places in the same text. |  | **Level 5** - Across a range of reading  AF2 I can clearly identify relevant points. I can sum up and combine information, either from different texts or different places in the same text. |
| **Level 5** - Across a range of reading  AF2 I can support my ideas or arguments with suitable textual references and quotations. |  | **Level 5** - Across a range of reading  AF2 I can support my ideas or arguments with suitable textual references and quotations. |  | **Level 5** - Across a range of reading  AF2 I can support my ideas or arguments with suitable textual references and quotations. |
| **Level 5** - Across a range of reading  AF3 My comments are securely based on evidence from the text. I can identify different layers of meaning, and I am beginning to explore them in detail. |  | **Level 5** - Across a range of reading  AF3 My comments are securely based on evidence from the text. I can identify different layers of meaning, and I am beginning to explore them in detail. |  | **Level 5** - Across a range of reading  AF3 My comments are securely based on evidence from the text. I can identify different layers of meaning, and I am beginning to explore them in detail. |
| **Level 5** - Across a range of reading  AF3 I can comment on the significance or wider implications of information, events or ideas in a text |  | **Level 5** - Across a range of reading  AF3 I can comment on the significance or wider implications of information, events or ideas in a text |  | **Level 5** - Across a range of reading  AF3 I can comment on the significance or wider implications of information, events or ideas in a text |
| **Level 5** - Across a range of reading  AF4 I can explore in some detail how writers make structural choices to support their theme or purpose. |  | **Level 5** - Across a range of reading  AF4 I can explore in some detail how writers make structural choices to support their theme or purpose. |  | **Level 5** - Across a range of reading  AF4 I can explore in some detail how writers make structural choices to support their theme or purpose. |
| **Level 5** - Across a range of reading  AF4 I can comment on a range of features of organisation at text level, and how they contribute to the effects achieved. |  | **Level 5** - Across a range of reading  AF4 I can comment on a range of features of organisation at text level, and how they contribute to the effects achieved. |  | **Level 5** - Across a range of reading  AF4 I can comment on a range of features of organisation at text level, and how they contribute to the effects achieved. |
| **Level 5** - Across a range of reading  AF5 I can give some detailed explanation, with the right terminology, of how language is used. |  | **Level 5** - Across a range of reading  AF5 I can give some detailed explanation, with the right terminology, of how language is used. |  | **Level 5** - Across a range of reading  AF5 I can give some detailed explanation, with the right terminology, of how language is used. |
| **Level 5** - Across a range of reading  AF5 I can draw together comments on how writers’ language choices have an overall effect on the reader. |  | **Level 5** - Across a range of reading  AF5 I can draw together comments on how writers’ language choices have an overall effect on the reader. |  | **Level 5** - Across a range of reading  AF5 I can draw together comments on how writers’ language choices have an overall effect on the reader. |
| **Level 5** - Across a range of reading  AF6 I can identify the main purpose precisely, at word and sentence level or throughout a text. |  | **Level 5** - Across a range of reading  AF6 I can identify the main purpose precisely, at word and sentence level or throughout a text. |  | **Level 5** - Across a range of reading  AF6 I can identify the main purpose precisely, at word and sentence level or throughout a text. |
| **Level 5** - Across a range of reading  AF6 I can identify and explain the writer’s viewpoint, referring closely to the text. |  | **Level 5** - Across a range of reading  AF6 I can identify and explain the writer’s viewpoint, referring closely to the text. |  | **Level 5** - Across a range of reading  AF6 I can identify and explain the writer’s viewpoint, referring closely to the text. |
| **Level 5** - Across a range of reading  AF6 I can identify the effect on the reader, and begin to explain how it has been created. |  | **Level 5** - Across a range of reading  AF6 I can identify the effect on the reader, and begin to explain how it has been created. |  | **Level 5** - Across a range of reading  AF6 I can identify the effect on the reader, and begin to explain how it has been created. |
| **Level 5** - Across a range of reading  AF7 I can explore some features and conventions used by writers from different periods. |  | **Level 5** - Across a range of reading  AF7 I can explore some features and conventions used by writers from different periods. |  | **Level 5** - Across a range of reading  AF7 I can explore some features and conventions used by writers from different periods. |
| **Level 5** - Across a range of reading  AF7 I can discuss in some detail how the contexts in which a text is written and read can affect its meaning and how this can change over time. |  | **Level 5** - Across a range of reading  AF7 I can discuss in some detail how the contexts in which a text is written and read can affect its meaning and how this can change over time. |  | **Level 5** - Across a range of reading  AF7 I can discuss in some detail how the contexts in which a text is written and read can affect its meaning and how this can change over time. |
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