Reading has 7 assessment focusses (AFs) in relation understanding a text. These are:

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; use quotations and reference to the text;

AF3: Deduce, infer or interpret information, events or ideas from texts (read between the lines);

AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (how is a text put together);

AF 5: Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level (E.G. similes, interesting vocabulary);

AF 6: Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader (can we tell what the writer thinks?);

AF 7: Relate texts to their social, cultural and historical contexts and literary traditions.

Our aim:

We would like for all children to read for enjoyment. They achieve this through being able to read for meaning and through texts they enjoy!

Tips for reading with your children:

To read texts that children like and can engage with.

To read with children as regularly as possible; this gives them practise and for you to scaffold their thinking.

To read to children when possible: not only is it great to enjoy a text together but it is also an opportunity to model reading aloud and how to 'read' punctuation.

Try to read both fiction and non-fiction, as this will help to develop vocabulary and writing skills.

Parent tips and advice for reading

Rainbow Readers:

We want children to read for enjoyment and giving rewards is a way to achieve this:

Rainbow readers is a great way to support children's reading and help them get rewards!

AF2:

Identify a word from paragraph 2 which shows that…

What was happening at the beginning of the story?

What is 'animation'?

True/False questions—based on text

How many…?

Give one example…

Match answers from text evidence

Which character…?

Fill in the gaps in the table

Choose the best word to fill the gap…

AF3:

What does this quotation suggest about…?

Explain the use of the word…

What impression do you get of the feelings of this character from the text?

Why did…?

Fill in the thought bubble: what might this character have been thinking?

If you made a movie of this, what type of music would you use for it, and why?

How are the experiences of these two characters similar?

Why did he feel…?

How did the character feel before… and after…?

How did the characters feelings change?

What would you buy / do / see / ask? Base your answer on evidence from the text

What evidence is there that…?

What is this characters attitude towards…?

AF4:

How does the first sentence help to guide the reader?

How does this paragraph link back to the opening paragraph?

How does the writer link the conclusion to the introduction?

How does the writer build up to the conclusion?

Sequence these events from the text…

Label these parts of the text…

How does the timeline / image / diagram / layout make it easier to understand?

Why is this element in bold / underlined / in italics?

What would be a suitable caption for this image?

What would be a suitable heading for this text?

AF6:

What do you think the writer thinks about this topic? Why?

How does the writer show his positive / negative attitude towards…?

How does this article create the impression that…?

Which elements of this text are persuasive?

Why does this section begin with a question?

What is the main purpose of this text?

Which of these texts would inspire you to…?

How does the author make you feel…?

Why has the author included…?

How can you recognise the attitude of this character?

AF5:

Explain how the use of language in this sentence shows…

Why does the writer use the word…?

Why is the description of … a good metaphor to use?

Underline the word / noun / verb / phrase which shows that…

What does the choice of language suggest…?

How does the choice of language create the impression that…?

Why is this style of formal / informal language used in this text?

What words help the reader to imagine…?

Which phrase best describes…?

Explain two ways in which this sentence makes the reader…

Why is the word … in inverted commas?

Choose a word to describe this character. Why?

What is the effect of…?

In what way is … like … ?

Which parts of the text tell you…?

AF7:

Give two pieces of evidence that…?

How did you know….?

What is it about …. that tells you …?