

# 'I can statements' for Reading Level 4

	<b>AF 2</b> <b>Understanding and selecting information; Quotation use</b>	<b>AF3</b> <b>Infer, deduce and interpret from texts</b>	<b>AF4</b> <b>Structure and organisation of a text</b>	<b>AF5</b> <b>Use of language – word &amp; sentence level</b>	<b>AF6</b> <b>Writers' purposes and viewpoint – overall effect on the reader</b>	<b>AF7</b> <b>Social, cultural and historical links</b>
<p>To gain a <b>level 4</b>, across a <u>range</u> of reading:</p>	<ul style="list-style-type: none"> <li>• I can identify some relevant points from the text.</li> <li>• My comments are supported by some generally relevant quotation or references to a text but sometimes my points are a bit vague.</li> </ul>	<ul style="list-style-type: none"> <li>• My comments make inferences (like best guesses) based on evidence from different points in the text. <i>e.g., why a character did something based on the actions or the situations.</i></li> <li>• My inferences are often correct, even if I don't always pick the best words and phrases from the text to make my point.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some structural choices with simple comment, <i>e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'.</i></li> <li>• I can identify some basic features of organisation at text level, <i>e.g. 'the writer uses bullet points for the main reasons'.</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some basic features of a writer's use of language, <i>e.g. 'all the questions make you want to find out what happens next'.</i></li> <li>• I can make simple comments on the writer's choices of language/words, <i>e.g. 'disgraceful' is a good word to use to show he is upset'.</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the main purpose of a text, <i>e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'.</i></li> <li>• I can make comments which show some awareness of the writer's viewpoint.</li> <li>• I can make a simple comment on the overall effect of the text on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different features common to different texts or versions of the same text and make simple comments about them, <i>e.g. characters, settings, presentational features.</i></li> <li>• I can make simple comments on the effect that the reader's or writer's context has on the meaning of texts. <i>e.g. the time or setting of the texts.</i></li> </ul>