

I can statements for Reading Level 5

	AF2: To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3: To deduce, infer or interpret information, events or ideas from texts	AF4: To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5: To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6: To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7: To relate texts to their social, cultural and historical traditions
<p>To gain a level 5, across a <u>range</u> of reading:</p>	<ul style="list-style-type: none"> • I can identify most relevant points clearly, including those selected from different places in the text. (P.E.E. – Point, Evidence, Explanation) • I can make comments and generally support them using relevant quotation, even though sometimes my points are not always accurate. 	<ul style="list-style-type: none"> • My comments develop an explanation of inferred meanings drawing on evidence across the text – I can read between the lines. • My comments make inferences and deductions based on evidence from the text. <i>e.g. knowing a character's feelings based on their speech or actions.</i> 	<ul style="list-style-type: none"> • I can comment on how a writer has chosen to structure their writing to suit the purpose of the text. • I can identify various features and give some explanation about how different texts are organised. <i>e.g. 'each section starts with a question as if he's answering the crowd'.</i> 	<ul style="list-style-type: none"> • I can identify various features of a writer's use of language, with some explanation, <i>e.g. 'when it gets to the climax they speak in quick, short sentences which makes it more tense'.</i> • My comments show some awareness of the effect of the writer's language choices, <i>e.g. "'inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'.</i> 	<ul style="list-style-type: none"> • I can identify the main purpose of a text, often through a general overview, <i>e.g. 'the writer is strongly against war and wants to persuade the reader to agree'.</i> • I can identify the viewpoint in texts, with some explanation • I have a general awareness of the effect on the reader, with some explanation. 	<ul style="list-style-type: none"> • My comments identify similarities and differences between texts, or versions, with some explanation, <i>e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports.</i> • I can give some explanation of how the context in which a text is written or read can influence its meaning. <i>e.g. how a novel relates to when/where it was written.</i>