

Guided Reading Assessment Foci

Assessment Focus 1

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

Assessment Focus 2

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

Assessment Focus 3

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

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

Assessment Focus 5

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

Assessment Focus 6

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

Assessment Focus 7

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

Suggested Questions and Activities

Assessment Focus 2

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

Questions

AF2 Fiction

- Where does the story take place?
- When did the story take place?
- What did the character look like?
- Where did the character live?
- Who are the key characters in the book?
- What happened in the story?
- What kind of people are in the story?
- Explain something that happened at a specific point in the story.

AF2 Non-Fiction

- What is the text about? What is the title of the text? Who is the author of the text?
- What kind of things would you expect to see in his book?
- Can you find examples of different features of this text type?
- Find something that interests you from the text, explain why you chose that particular part.
- Where would you look to find out what a technical word means?
- What is on the cover of the book? What does this tell you about the content inside?

Activities

Draw and label a picture of a character based on a description from the text.

List ten facts you have discovered from your reading.

Write a 50 word summary of the story - mini saga.

Look up words that are unknown and write a dictionary definition. Put them into sentences.

Draw and label the setting based on a particular section of text.

Assessment Focus 3

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

Questions

AF3 Fiction

- If you were going to interview this character/author, which questions would you ask?
- Which is your favourite part? Why?
- Who would you like to meet most in the story? Why?
- What do you think would happen next if the story carried on past the ending of the book?
- Who was the storyteller? How do you know?
- Predict what you think is going to happen next Why do you think this?
- Is this a place you could visit? Why/why not?
- How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?

AF 3 Non-Fiction

- Which parts of the book could help you find the information you need?
- When would you use the contents page in the book?
- When would you use the index page in the book?
- What sort of person do you think would use this book?
- When might someone use this book? Why?
- Can you suggest ideas for other sections or chapters to go into the book?
- Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

Activities

Rank the main characters in terms of most powerful/honest/kindest etc.

Write a letter of advice to a character in trouble.

Predict what might happen when you are part way through the book.

Write a set of questions to a character, with possible replies.

Write a thought bubble for a character at a key moment in the story when they are not actually speaking.

Assessment Focus 4

Identify and comment on the structure and (if possible) organisation of texts, including grammatical and presentational features at text level.

Questions

AF4 Fiction

- Were you surprised by the ending? Is it what you expected? Why/why not?
- What is the main event of the story? Why do you think this?
- How has the text been organised?
- Why do you think authors use short sentences?
- How did you think it would end/should end?
- Has the author used an unusual layout in the text? If so, describe it and say why you think they did this?
- Has the author used a variety of sentence structures?
- Has the author put certain words in **bold** or *italic*? Why have they done this?

AF4 Non-Fiction

- Can you find an example of a page you think has an interesting layout? Why did you choose it?
- Why have some of the words been written in *italics*?
- What are the subheadings for?
- Why are some of the words written in **bold**?
- How does the layout help the reader?
- What is the purpose of the pictures?
- Can you find examples of words which tell you the order of something?
- What kind of a text is this? How do you know?

Activities

Draw an alternative front cover for the book.

Evaluate a range of non-fiction texts based on their presentational features.

Write a set of questions to the author.

Read several versions of the same story and note the similarities and differences between the versions.

Re-write the text for a younger child, considering which features need to be altered. Write about what you changed and why.

Assessment Focus 5

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

Questions

AF5 Fiction

- Why did the author choose this title?
- Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
- Can you find some examples of effective description? What makes them effective?
- Which part of the story best describes the setting?
- Can you find examples of powerful adjectives? What do they tell you about a character or setting?
- Can you find examples of powerful adverbs? What do they tell you about a character or setting?
- Can you find examples of powerful verbs? What do they tell you about a character, their action or the setting?
- Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?

AF5 Non-Fiction

- Why does this book contain technical vocabulary?
- Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?
- Are there any examples of persuasive language?
- Why do we need a glossary in the text?

Activities

Make a list of words/phrases that create a particular mood/atmosphere.

Find 5 words that you don't know the meaning of and research them.

Find examples of similes in the text, discuss how effective they are and suggest different comparisons.

Focus on a particular group of words e.g. words to do with appearance and find them in a range of texts and suggest alternatives. Which would be best to describe the main character in the story you are reading?

Sequence cards to re-create a recount or set of instructions.

Assessment Focus 6

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

Questions

AF6 Non-Fiction

- Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?
- Why did the author choose this setting?
- What makes this a successful story? What evidence do you have to justify your opinion?
- How could the story be improved or changed for the better?
- What was the most exciting part of the story? Explain your answer as fully as you can.
- What genre is this story? How do you know?
- What was the least exciting part of the story? Explain your answer as fully as you can.
- When the author writes in short sentences, what does this tell you?
- Why has the writer written this text?

AF6 Non-Fiction

- Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully.
- Why did the writer choose to present the information in the way they did?
- How could the information be presented better?
- What makes this text successful?
- Are there any features that it hasn't got? Why do you think it doesn't have them?
- Can you think of another text that is similar to this one? What are the similarities and differences between them?

Activities

Write a recommendation for this book.

Think of a new title for the book and explain your thinking.

Write about your favourite part of the book and why you liked it.

Write an alternative ending for the book.

Compile a bank of words/phrases you like and could use in your own writing.

Assessment Focus 7

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

Questions

AF7 Fiction

- Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?
- Have you ever been in a similar situation as the character in the book? What happened?
- How would you have felt in the same situation?
- What would you have done differently to the character in a particular situation from the book?
- How would you feel if you were treated in the same way as the main character?
- What did the story make you think of?
- Have you ever read any other stories that have similar characters in as this one? If so, which story was it and what happened?
- Do you think this story is trying to give the reader a message? If so, what is it?

Activities

Look at a range of texts by the same author. What do these books have in common?

Draw a picture of your favourite character and complete: This character reminds me of someone I know because... This character reminds me of myself because... This character is like (name of character) in (title of work) because...

Look at a range of books with similar themes. Compare and contrast the settings and characters and how the different authors portray the same messages.

Create a wanted poster for a villain in the story.

Imagine that this text was written in another time or place. What would need to change? Write a key scene from the story from this new perspective.