

Reading: Book Review Success Criteria (Levels 1–3)

| | Level 1 | Level 2 | Level 3 |
|-------------------|--|---|---|
| Requirements | I can: | Engaging with a range of short, simple texts*, both reading aloud and silently, I can: | Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, I can: |
| 1 Understand | a. understand things about the book by looking at pictures and texts* (This will include words, phrases and simple sentences.) | a. read the book and record what I understand retell some events from the book correctly order some events from the book | a. show my understanding of the book by recognising the main actions or events in it put the main points of the book in the correct sequence b. retell the main points of the book in my own words |
| 2 Read | a. put sounds together to help me read words in the book use syllables to help me read and understand words in the book b. use what I already know to help me read the book use pictures to help me read words in the book look at where the word comes in a sentence to help me decide what the word is | a. read familiar words to help me understand the book sound out unfamiliar words use reading strategies to help me (This will include a range of reading strategies such as picture cues, reading to the end of the sentence or sounding out.) | a. choose and use a range of reading strategies without help so that I can identify words in the book decide on the meaning of words that I don't know, using the text to help me |
| 3 Research | Not Applicable | Not Applicable | Not Applicable |
| 4 Explain | a. talk about the cover of the book talk about what happens in the book (For non-fiction books, pupils will talk about the information in the book.) talk about the author talk about the person who has drawn the pictures in the book | a. understand that there are different types of books (This will include fiction or non-fiction.) understand how different books are set out (This may include recognising that a fiction book may have chapters, whereas a non-fiction book may have headings, diagrams or pictures.) | a. identify the type of text* I am writing about in my book review (This will be fiction or non-fiction.) b. pick up on some things in the book that the author does not say directly (This is applicable to a book review of a fiction text.) |
| 5 Use Evidence | a. talk with my teacher about the book show my understanding by answering questions about the book (This may include a discussion, a role-play or drawing a picture.) | a. ask questions to help me understand more about the book b. say or write what I think about the book | a. ask and respond to questions to develop my understanding about the book b. give my opinion about what I have read and provide reasons for my thinking |

Reading: Book Review Success Criteria (Levels 3–5)

| | Level 3 | Level 4 | Level 5 |
|-------------------|--|--|--|
| Requirements | Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, I can: | Engaging with a range of texts* of varying lengths for a variety of purposes, I can: | Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, I can: |
| 1 Understand | <p>a. show my understanding of the book by recognising the main actions or events in it</p> <p>put the main points of the book in the correct sequence</p> <p>b. retell the main points of the book in my own words</p> | <p>a. identify the important points in the book (summarise) and use this information in my book review (If the book is fiction, pupils should demonstrate an understanding of plot, setting and character.)</p> <p>b. paraphrase the main message of the book using my own words</p> | <p>a. demonstrate understanding of the book by clearly identifying and summarising appropriate details in my book review (Please note a book review should be a concise piece of writing.)</p> <p>understand and summarise the key messages or information portrayed by the author and use these to create a detailed book review</p> |
| 2 Read | <p>a. choose and use a range of reading strategies without help so that I can identify words in the book</p> <p>decide on the meaning of words that I don't know, using the text to help me</p> | <p>a. understand what I have read without help from my teacher or classmate</p> | Not Applicable |
| 3 Research | Not Applicable | Not Applicable | Not Applicable |
| 4 Explain | <p>a. identify the type of text* I am writing about in my book review (This will be fiction or non-fiction.)</p> <p>b. pick up on some things in the book that the author does not say directly (This is applicable to a book review of a fiction text.)</p> | <p>a. understand the language used in the book</p> <p>understand why the author has used specific language in the book</p> <p>b. understand things that the author says in the book</p> <p>understand things that the author suggests but does not say in the book</p> | <p>a. identify and make comments about how and why the author has used words and phrases in the book (This may also include linguistic techniques such as alliteration and, the structure of fiction or non-fiction books.)</p> <p>b. identify and write about how the author uses language to influence the reader's perception of plot, setting and character (This is applicable to a book review of a fiction text.)</p> <p>c. identify and show in my book review that I understand the difference between factual information and opinions</p> |
| 5 Use Evidence | <p>a. ask and respond to questions to develop my understanding about the book</p> <p>b. give my opinion about what I have read and provide reasons for my thinking</p> | <p>a. give my opinion about the book and give well-thought-out reasons to explain my thinking</p> | <p>a. support my opinion about the book and draw conclusions about it, making specific reference to the text (This may include the use of relevant quotations, if appropriate.)</p> |



| | READING: BOOK REVIEW Level 1: What I need to do | Self/Peer Assessment |
|-----------------------------|--|--|
| Requirements/ Key Skills | I can: | |
| 1 Understand | a. understand things about the book by looking at pictures and texts | <input type="checkbox"/> |
| 2 Read | a. put sounds together to help me read words in the book use syllables to help me read and understand words in the book | <input type="checkbox"/> <input type="checkbox"/> |
| | b. use what I already know to help me read the book use pictures to help me read words in the book look at where the word comes in a sentence to help me decide what the word is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. talk about the cover of the book talk about what happens in the book talk about the author talk about the person who has drawn the pictures in the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. talk with my teacher about the book show my understanding by answering questions about the book | <input type="checkbox"/> <input type="checkbox"/> |

| | READING: BOOK REVIEW Level 1: What I need to do | Self/Peer Assessment |
|-----------------------------|--|--|
| Requirements/ Key Skills | I can: | |
| 1 Understand | a. understand things about the book by looking at pictures and texts | <input type="checkbox"/> |
| 2 Read | a. put sounds together to help me read words in the book use syllables to help me read and understand words in the book | <input type="checkbox"/> <input type="checkbox"/> |
| | b. use what I already know to help me read the book use pictures to help me read words in the book look at where the word comes in a sentence to help me decide what the word is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. talk about the cover of the book talk about what happens in the book talk about the author talk about the person who has drawn the pictures in the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. talk with my teacher about the book show my understanding by answering questions about the book | <input type="checkbox"/> <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 2: What I need to do Engaging with a range of short, simple texts, both reading aloud and silently, I can: | Self/Peer Assessment |
|-----------------------------|---|--|
| 1 Understand | a. read the book and record what I understand retell some events from the book correctly order some events from the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Read | a. read familiar words to help me understand the book sound out unfamiliar words use reading strategies to help me | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. understand that there are different types of books understand how different books are set out | <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. ask questions to help me understand more about the book b. say or write what I think about the book | <input type="checkbox"/> <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 2: What I need to do Engaging with a range of short, simple texts, both reading aloud and silently, I can: | Self/Peer Assessment |
|-----------------------------|---|--|
| 1 Understand | a. read the book and record what I understand retell some events from the book correctly order some events from the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Read | a. read familiar words to help me understand the book sound out unfamiliar words use reading strategies to help me | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. understand that there are different types of books understand how different books are set out | <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. ask questions to help me understand more about the book b. say or write what I think about the book | <input type="checkbox"/> <input type="checkbox"/> |





| | READING: BOOK REVIEW Level 3: What I need to do | Self/Peer Assessment |
|-----------------------------|--|--|
| Requirements/ Key Skills | Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, I can: | |
| 1 Understand | a. show my understanding of the book by recognising the main actions or events in it put the main points of the book in the correct sequence | <input type="checkbox"/> <input type="checkbox"/> |
| | b. retell the main points of the book in my own words | <input type="checkbox"/> |
| 2 Read | a. choose and use a range of reading strategies without help so that I can identify words in the book decide on the meaning of words that I don't know, using the text to help me | <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. identify the type of text I am writing about in my book review b. pick up on some things in the book that the author does not say directly | <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. ask and respond to questions to develop my understanding about the book b. give my opinion about what I have read and provide reasons for my thinking | <input type="checkbox"/> <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 3: What I need to do | Self/Peer Assessment |
|-----------------------------|--|--|
| 1 Understand | a. show my understanding of the book by recognising the main actions or events in it put the main points of the book in the correct sequence | <input type="checkbox"/> <input type="checkbox"/> |
| | b. retell the main points of the book in my own words | <input type="checkbox"/> |
| 2 Read | a. choose and use a range of reading strategies without help so that I can identify words in the book decide on the meaning of words that I don't know, using the text to help me | <input type="checkbox"/> <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. identify the type of text I am writing about in my book review b. pick up on some things in the book that the author does not say directly | <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use Evidence | a. ask and respond to questions to develop my understanding about the book b. give my opinion about what I have read and provide reasons for my thinking | <input type="checkbox"/> <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 4: What I need to do | Self/Peer Assessment |
|-----------------------------|---|--------------------------|
| 1 Understand | a. identify the important points in the book (summarise) and use this information in my book review | <input type="checkbox"/> |
| | b. paraphrase the main message of the book using my own words | <input type="checkbox"/> |
| 2 Read | a. understand what I have read without help from my teacher or classmate | <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. understand the language used in the book | <input type="checkbox"/> |
| | understand why the author has used specific language in the book | <input type="checkbox"/> |
| 5 Use Evidence | b. understand things that the author says in the book | <input type="checkbox"/> |
| | understand things that the author suggests but does not say in the book | <input type="checkbox"/> |
| | a. give my opinion about the book and give well-thought-out reasons to explain my thinking | <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 4: What I need to do | Self/Peer Assessment |
|-----------------------------|---|--------------------------|
| 1 Understand | a. identify the important points in the book (summarise) and use this information in my book review | <input type="checkbox"/> |
| | b. paraphrase the main message of the book using my own words | <input type="checkbox"/> |
| 2 Read | a. understand what I have read without help from my teacher or classmate | <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. understand the language used in the book | <input type="checkbox"/> |
| | understand why the author has used specific language in the book | <input type="checkbox"/> |
| 5 Use Evidence | b. understand things that the author says in the book | <input type="checkbox"/> |
| | understand things that the author suggests but does not say in the book | <input type="checkbox"/> |
| | a. give my opinion about the book and give well-thought-out reasons to explain my thinking | <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 5: What I need to do | Self/Peer Assessment |
|-----------------------------|---|--------------------------|
| 1 Understand | a. demonstrate understanding of the book by clearly identifying and summarising appropriate details in my book review | <input type="checkbox"/> |
| | understand and summarise the key messages or information portrayed by the author and use these to create a detailed book review | <input type="checkbox"/> |
| 2 Read | Not Applicable | <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. identify and make comments about how and why the author has used words and phrases in the book | <input type="checkbox"/> |
| | b. identify and write about how the author uses language to influence the reader's perception of plot, setting and character | <input type="checkbox"/> |
| | c. identify and show in my book review that I understand the difference between factual information and opinions | <input type="checkbox"/> |
| 5 Use Evidence | a. support my opinion about the book and draw conclusions about it, making specific reference to the text | <input type="checkbox"/> |



| Requirements/ Key Skills | READING: BOOK REVIEW Level 5: What I need to do | Self/Peer Assessment |
|-----------------------------|---|--------------------------|
| 1 Understand | a. demonstrate understanding of the book by clearly identifying and summarising appropriate details in my book review | <input type="checkbox"/> |
| | understand and summarise the key messages or information portrayed by the author and use these to create a detailed book review | <input type="checkbox"/> |
| 2 Read | Not Applicable | <input type="checkbox"/> |
| 3 Research | Not Applicable | <input type="checkbox"/> |
| 4 Explain | a. identify and make comments about how and why the author has used words and phrases in the book | <input type="checkbox"/> |
| | b. identify and write about how the author uses language to influence the reader's perception of plot, setting and character | <input type="checkbox"/> |
| | c. identify and show in my book review that I understand the difference between factual information and opinions | <input type="checkbox"/> |
| 5 Use Evidence | a. support my opinion about the book and draw conclusions about it, making specific reference to the text | <input type="checkbox"/> |