

Reading: Character Study 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 character by looking at pictures and texts* <i>(This will include words, phrases and simple sentences.)</i>	a. read about the character and record what I understand retell some events involving the main character correctly order some events in which the main character is involved	a. show my understanding of the character by recognising the main actions/events in which the character is involved put the main points about the character in the correct sequence b. retell the main points about the character in my own words
2 Read	a. put sounds together to help me read words about the character use syllables to help me read and understand words about the character b. use what I already know to help me read about the character use pictures to help me read words about the character look at where the word comes in a sentence to help me decide what the word is	a. read familiar words to help me learn about the character sound out unfamiliar words use reading strategies to help me <i>(This will include a range of reading strategies such as using picture cues, reading to the end of the sentence, sounding out etc.)</i>	a. choose and use a range of reading strategies without help so that I can identify words about the character decide on the meaning of words which I don't know using the text* to help me
3 Research	Not Applicable	Not Applicable	Not Applicable
4 Explain	a. find and use the character's name	a. use some features of a fiction text* to help me write about the character <i>(This may include understanding that a character is part of a fiction text.)</i>	a. understand the features of a character study b. pick up on some things about the character which the author does not say directly <i>(This may include, for example, physical description, behaviour, setting, dialogue and the language which the author uses about the character.)</i>
5 Use Evidence	a. talk with my teacher about the character show my understanding by answering questions about the character <i>(This may include, for example, a discussion or role play.)</i>	a. ask questions to help me understand more about the character b. say/write what I think will happen next to the character	a. ask and respond to questions to develop my understanding about the character b. give my opinion about the character and provide reasons for my thinking



Reading: Character Study 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 character by recognising the main actions/events in which the character is involved</p> <p>put the main points about the character in the correct sequence</p> <p>b. retell the main points about the character in my own words</p>	<p>a. identify the important points about the character, including how the character has developed, and put this information into a concise piece of writing</p> <p>demonstrate some understanding of how the character has had an impact on the plot</p> <p>b. paraphrase the main message about the character using my own words</p>	<p>a. demonstrate understanding of the character by clearly identifying and summarising the appropriate details about him/her/it from the text*</p> <p>understand and summarise the key messages portrayed by the author about the character and use these to create a detailed character study</p>
2 Read	<p>a. choose and use a range of reading strategies without help so that I can identify words about the character</p> <p>decide on the meaning of words which I don't know using the text* to help me</p>	<p>a. understand what I have read about the character without help from my teacher/classmate</p>	Not Applicable
3 Research	Not Applicable	Not Applicable	Not Applicable
4 Explain	<p>a. understand the features of a character study</p> <p>b. pick up on some things about the character which the author does not say directly <i>(This may include, for example, physical description, behaviour, setting, dialogue and the language which the author uses about the character.)</i></p>	<p>a. understand the language used to describe the character</p> <p>understand why the author has used specific language about the character</p> <p>understand how the character <i>may</i> change throughout the text*</p> <p>b. understand the things about the character which the author says in the text*</p> <p>understand the things about the character's personality and feelings which the author suggests but does not say in the text*</p>	<p>a. identify and make comments about how and why the author has used words and phrases about the character <i>(This may also include, linguistic techniques such as alliteration, features of presentation such as structure of novels, plays, poems and films.)</i></p> <p>b. identify and write about how the author uses language to influence the reader's perception of the character <i>(For example, the author may have a particular attitude towards the character which is hinted at in the text.)</i></p> <p>c. identify and show in my response that I understand the difference between factual information and opinions in relation to the character</p>
5 Use Evidence	<p>a. ask and respond to questions to develop my understanding about the character</p> <p>b. give my opinion about the character and provide reasons for my thinking</p>	<p>a. give my opinion about the character and give well-thought-out reasons to explain my thinking about him/her/it</p>	<p>a. support my opinion about the character and draw conclusions about him/her/it making specific reference to the text <i>(This may include the use of relevant quotations, if appropriate.)</i></p>



Requirements/ Key Skills	READING: CHARACTER STUDY Level 1: What I need to do	Self/Peer Assessment
1 Understand	<p>I can:</p> <p>a. understand things about the character by looking at pictures and texts</p>	<input checked="" type="checkbox"/>
2 Read	<p>a. put sounds together to help me read words about the character</p> <p>use syllables to help me read and understand words about the character</p>	<input type="checkbox"/> <input type="checkbox"/>
	<p>b. use what I already know to help me read about the character</p> <p>use pictures to help me read words about the character</p> <p>look at where the word comes in a sentence to help me decide what the word is</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 Research	Not Applicable	<input type="checkbox"/>
4 Explain	a. find and use the character's name	<input type="checkbox"/>
5 Use Evidence	<p>a. talk with my teacher about the character</p> <p>show my understanding by answering questions about the character</p>	<input type="checkbox"/> <input type="checkbox"/>

Requirements/ Key Skills	READING: CHARACTER STUDY Level 1: What I need to do	Self/Peer Assessment
1 Understand	<p>I can:</p> <p>a. understand things about the character by looking at pictures and texts</p>	<input checked="" type="checkbox"/>
2 Read	<p>a. put sounds together to help me read words about the character</p> <p>use syllables to help me read and understand words about the character</p>	<input type="checkbox"/> <input type="checkbox"/>
	<p>b. use what I already know to help me read about the character</p> <p>use pictures to help me read words about the character</p> <p>look at where the word comes in a sentence to help me decide what the word is</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 Research	Not Applicable	<input type="checkbox"/>
4 Explain	a. find and use the character's name	<input type="checkbox"/>
5 Use Evidence	<p>a. talk with my teacher about the character</p> <p>show my understanding by answering questions about the character</p>	<input type="checkbox"/> <input type="checkbox"/>

 Requirements/ Key Skills	READING: CHARACTER STUDY 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 about the character and record what I understand retell some events involving the main character correctly order some events in which the main character is involved	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Read	a. read familiar words to help me learn about the character sound out unfamiliar words use reading strategies to help me	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Research	Not Applicable	<input type="radio"/>
4 Explain	a. use some features of a fiction text to help me write about the character	<input type="radio"/>
5 Use Evidence	a. ask questions to help me understand more about the character b. say/write what I think will happen next to the character	<input type="radio"/> <input type="radio"/>

 Requirements/ Key Skills	READING: CHARACTER STUDY 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 about the character and record what I understand retell some events involving the main character correctly order some events in which the main character is involved	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Read	a. read familiar words to help me learn about the character sound out unfamiliar words use reading strategies to help me	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Research	Not Applicable	<input type="radio"/>
4 Explain	a. use some features of a fiction text to help me write about the character	<input type="radio"/>
5 Use Evidence	a. ask questions to help me understand more about the character b. say/write what I think will happen next to the character	<input type="radio"/> <input type="radio"/>

Requirements/ Key Skills	READING: CHARACTER STUDY Level 3: What I need to do Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, I can:	Self/Peer Assessment
1 Understand	a. show my understanding of the character by recognising the main actions/events in which the character is involved put the main points about the character in the correct sequence b. retell the main points about the character in my own words	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 Read	a. choose and use a range of reading strategies without help so that I can identify words about the character decide on the meaning of words which 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. understand the features of a character study b. pick up on some things about the character which 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 character b. give my opinion about the character and provide reasons for my thinking	<input type="checkbox"/> <input type="checkbox"/>

Requirements/ Key Skills	READING: CHARACTER STUDY Level 3: What I need to do Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, I can:	Self/Peer Assessment
1 Understand	a. show my understanding of the character by recognising the main actions/events in which the character is involved put the main points about the character in the correct sequence b. retell the main points about the character in my own words	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 Read	a. choose and use a range of reading strategies without help so that I can identify words about the character decide on the meaning of words which 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. understand the features of a character study b. pick up on some things about the character which 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 character b. give my opinion about the character and provide reasons for my thinking	<input type="checkbox"/> <input type="checkbox"/>



Requirements/ Key Skills	READING: CHARACTER STUDY Level 4: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, I can:	Self/Peer Assessment
1 Understand	a. identify the important points about the character, including how the character has developed, and put this information into a concise piece of writing demonstrate some understanding of how the character has had an impact on the plot	<input type="checkbox"/>
	b. paraphrase the main message about the character using my own words	<input type="checkbox"/>
2 Read	a. understand what I have read about the character without help from my teacher/classmate	<input type="checkbox"/>
3 Research	Not Applicable	<input type="checkbox"/>
4 Explain	a. understand the language used to describe the character understand why the author has used specific language about the character understand how the character <i>may</i> change throughout the text	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	b. understand the things about the character which the author says in the text understand the things about the character's personality and feelings which the author suggests but does not say in the text	<input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. give my opinion about the character and give well-thought-out reasons to explain my thinking about him/her/it	<input type="checkbox"/>



Requirements/ Key Skills	READING: CHARACTER STUDY Level 4: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, I can:	Self/Peer Assessment
1 Understand	a. identify the important points about the character, including how the character has developed, and put this information into a concise piece of writing demonstrate some understanding of how the character has had an impact on the plot	<input type="checkbox"/>
	b. paraphrase the main message about the character using my own words	<input type="checkbox"/>
2 Read	a. understand what I have read about the character without help from my teacher/classmate	<input type="checkbox"/>
3 Research	Not Applicable	<input type="checkbox"/>
4 Explain	a. understand the language used to describe the character understand why the author has used specific language about the character understand how the character <i>may</i> change throughout the text	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	b. understand the things about the character which the author says in the text understand the things about the character's personality and feelings which the author suggests but does not say in the text	<input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. give my opinion about the character and give well-thought-out reasons to explain my thinking about him/her/it	<input type="checkbox"/>



Requirements/ Key Skills	READING: CHARACTER STUDY Level 5: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, I can:	Self/Peer Assessment
1 Understand	a. demonstrate understanding of the character by clearly identifying and summarising the appropriate details about him/her/it from the text understand and summarise the key messages portrayed by the author about the character and use these to create a detailed character study	<input type="checkbox"/> <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 about the character b. identify and write about how the author uses language to influence the reader's perception of the character c. identify and show in my response that I understand the difference between factual information and opinions in relation to the character	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. support my opinion about the character and draw conclusions about him/her/it making specific reference to the text	<input type="checkbox"/>

Requirements/ Key Skills	READING: CHARACTER STUDY Level 5: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, I can:	Self/Peer Assessment
1 Understand	a. demonstrate understanding of the character by clearly identifying and summarising the appropriate details about him/her/it from the text understand and summarise the key messages portrayed by the author about the character and use these to create a detailed character study	<input type="checkbox"/> <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 about the character b. identify and write about how the author uses language to influence the reader's perception of the character c. identify and show in my response that I understand the difference between factual information and opinions in relation to the character	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. support my opinion about the character and draw conclusions about him/her/it making specific reference to the text	<input type="checkbox"/>