

## HRP Level 3-4

### Using HRP with APP (Assessing pupil progress)

Hodder Reading Project is entirely compatible with APP. Like APP, it maintains a distinct focus on reading strategies, reading insight and literary effects. Hodder Reading project is a teaching programme. APP is an assessment tool. The approaches and the emphases are virtually identical and can be mapped.

APP is arranged under 7 Assessment Focuses (AFs). They are, in brief:

- AF 1 Strategies for meaning
- AF 2 Understand, retrieve & refer
- AF 3 Deduce, infer & interpret
- AF 4 Structure & organisation
- AF 5 Writer's use of language
- AF 6 Viewpoint and effect on reader
- AF7 Social, cultural & historical traditions

A pupil who has completely attained a level will have fulfilled all, or virtually all of the APP Criteria for that level. A little unevenness is not unusual, and is a cue for further teaching to secure good all round achievement. Most teachers have a good idea of the level at which a pupil is performing, so it makes sense to match the pupil's work against the criteria for that level, moving up or down the levels where the match is not perfect. A sub-level of **a** is indicated if all or majority of a level is attained. A sub-level of **b** is indicated if a comfortable proportion have been achieved, and certainly more than half, with a good spread across AFs. A sub-level of **c** is indicated if all of the previous level has been achieved and around a third to a half of criteria at the new level have been secured. Don't rush to tick off criteria; wait until you are sure the pupil has secured them and you have tangible evidence that this is so.

For Levels 3 - 4 in this book, the specific criteria are:

AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>some relevant points identified</li> <li>comments supported by some generally relevant textual reference or quotation, e.g. <i>reference is made to appropriate section of text but is unselective and lacks focus</i></li> </ul>	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>comments make inferences based on evidence from different points in the text, e.g. <i>interpreting a character's motive from their actions at different points</i></li> <li>inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content</li> </ul>	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>some structural choices identified with simple comment, e.g. <i>he describes the accident first and then goes back to tell you why the child was in the road</i></li> <li>some basic features of organisation at text level identified, e.g. <i>the writer uses bullet points for the main reasons</i></li> </ul>	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>some basic features of writer's use of language identified, e.g. <i>all the questions make you want to find out what happens next</i></li> <li>simple comments on writer's choices, e.g. <i>"disgraceful" is a good word to use to show he is upset</i></li> </ul>	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>main purpose identified, e.g. <i>it's all about why going to the dentist is important and how you should look after your teeth</i></li> <li>simple comments show some awareness of writer's viewpoint, e.g. <i>he only tells you good things about the farm and makes the shop sound boring</i></li> <li>simple comment on overall effect on reader, e.g. <i>the way she describes him as "ratlike" and "shifty" makes you think he's disgusting</i></li> </ul>	<p><b>Across a range of reading</b></p> <ul style="list-style-type: none"> <li>features common to different texts or versions of the same text identified, with simple comment, e.g. <i>characters, settings, presentational features</i></li> <li>simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. <i>historical context, place, social relationships</i></li> </ul>
<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>range of strategies used mostly effectively to read with fluency, understanding and expression</li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>simple, most obvious points identified though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i></li> <li>some comments include quotations from or references to text, but not always relevant, e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>straightforward inference based on a single point of reference in the text, e.g. <i>he was upset because it says "he was crying"</i></li> <li>responses to text show meaning established at a literal level e.g. <i>"walking good" means "walking carefully"</i> or based on personal speculation e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>a few basic features of organisation at text level identified, with little or no linked comment, e.g. <i>it tells about all the different things you can do at the zoo</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>a few basic features of writer's use of language identified, but with little or no comment, e.g. <i>there are lots of adjectives</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>comments identify main purpose, e.g. <i>the writer doesn't like violence</i></li> <li>express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. <i>she was just horrible like my nan is sometimes</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>some simple connections between texts identified, e.g. <i>similarities in plot, topic, or books by same author, about same characters</i></li> <li>recognition of some features of the context of texts, e.g. <i>historical setting, social or cultural background</i></li> </ul>

The scheme for Level 3-4 is organised in 5 sections which support APP assessments as follows:

<b>Sections</b>	<b>APP assessment foci</b>
A The Reading Experience	AF 1 Strategies for meaning AF2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 5 Writer's use of language AF 6 Viewpoint and effect on reader
B The Active Reader	AF 2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 5 Writer's use of language AF 6 Viewpoint and effect on reader
C Reading Strategies	AF 2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 5 Writer's use of language AF 6 Viewpoint and effect on reader AF 7 Social, cultural & historical traditions
D Using Information	AF 2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 4 Structure & organisation AF 5 Writer's use of language AF 6 Viewpoint and effect on reader AF 7 Social, cultural & historical traditions
E The Critical Reader	AF 2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 5 Writer's use of language AF 6 Viewpoint and effect on reader

The 'before and after' tests in HRP are designed to give a diagnosis of strengths and weaknesses to inform future teaching plans.

HRP Level 3-4 is linked to 6 reading books. Level 3 books focus largely on reading for meaning and reading between the lines, whilst Level 4 books branch out to text organisation and writing effects. The task sheets associated with the books also offer challenging questions to help locate a reader at Level 3 or 4. Coverage is as follows:

	LEVEL 3 TEXTS			LEVEL 4 TEXTS		
	In Your Own Words	Robinson Crusoe's Diary	You Wouldn't Want to be Ill in Tudor Times	Jacob's Ladder	The Willow Man	The Solar System
<b>AF1</b> Strategies for meaning		X				
<b>AF2</b> Understand, retrieve & refer	X	X	X	X	X	X
<b>AF3</b> Deduce, infer & interpret	X	X	X	X	X	
<b>AF4</b> Structure & organisation	X	X		X	X	X
<b>AF5</b> Writer's use of language	X	X	X	X	X	X
<b>AF6</b> Viewpoint and effect on reader	X		X	X	X	X
<b>AF7</b> Social, cultural & historical traditions		X	X			