

## HRP Level 2-3

### 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.

Levels 2 -3 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
<b>Level 3</b>	<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>
<b>Level 2</b>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>range of key words read on sight</li> <li>unfamiliar words decoded using appropriate strategies, e.g. <i>blending sounds</i></li> <li>some fluency and expression, e.g. <i>taking account of punctuation, speech marks</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some specific, straightforward information recalled, e.g. <i>names of characters, main ingredients</i></li> <li>generally clear idea of where to look for information, e.g. <i>about characters, topics</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>simple, plausible inference about events and information, using evidence from text e.g. <i>how a character is feeling, what makes a plant grow</i></li> <li>comments based on textual cues, sometimes misunderstood</li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some awareness of use of features of organisation, e.g. <i>beginning and ending of story, types of punctuation</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some effective language choices noted, e.g. <i>'slimy' is a good word there</i></li> <li>some familiar patterns of language identified, e.g. <i>once upon a time; first, next, last</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something', 'she thinks it's not fair'</i></li> <li>simple statements about likes and dislikes in reading, sometimes with reasons</li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>general features of a few text types identified, e.g. <i>information books, stories, print media</i></li> <li>some awareness that books are set in different times and places</li> </ul>

The HRP scheme for level 2-3 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 AF 3 Deduce, infer & interpret AF 4 Structure & organisation AF 6 Viewpoint and effect on reader
B Responding to Reading	AF 1 Strategies for meaning AF 2 Understand, retrieve & refer AF 3 Deduce, infer & interpret AF 6 Viewpoint and effect on reader
C Reading Strategies	AF 1 Strategies for meaning AF 3 Deduce, infer & interpret AF 4 Structure & organisation
D Finding What You Need	AF 1 Strategies for meaning AF 2 Understand, retrieve & refer AF 4 Structure & organisation
E Literature	AF 2 Understand, retrieve & refer AF 5 Writer's use of language AF 6 Viewpoint and effect on reader AF7 Social, cultural & historical traditions

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

HRP Level 2-3 is linked to 12 reading books. Level 2 books focus largely on basic reading skills and strategies, whilst Level 3 books branch out to effects, context and intentions. The task sheets associated with the books also offer challenging questions to help locate a reader at Level 2 or 3. Coverage is as follows:

<b>LEVEL 2 TEXTS</b>						
	<b>The under-ground</b>	<b>Shop till you drop</b>	<b>Ant &amp; Dec</b>	<b>Martin Luther King</b>	<b>Place Your Bets</b>	<b>I Never Done Nothing</b>
<b>AF1 Strategies for meaning</b>	X	X	X	X	X	
<b>AF2 Understand, retrieve &amp; refer</b>	X	X	X	X		X
<b>AF3 Deduce, infer &amp; interpret</b>	X	X			X	X
<b>AF4 Structure &amp; organisation</b>	X	X			X	X
<b>AF5 Writer's use of language</b>	X	X	X	X		
<b>AF6 Viewpoint and effect on reader</b>						X
<b>AF7 Social, cultural &amp; historical traditions</b>	X		X	X	X	

<b>LEVEL 3 TEXTS</b>						
	<b>Foul Play</b>	<b>Urban Myths</b>	<b>The Black Death</b>	<b>You Won't Believe This But...</b>	<b>Mini-Sagas</b>	<b>The Red Fox</b>
<b>AF1 Strategies for meaning</b>	X		X	X		X
<b>AF2 Understand, retrieve &amp; refer</b>			X			X
<b>AF3 Deduce, infer &amp; interpret</b>	X				X	X
<b>AF4 Structure &amp; organisation</b>	X	X		X	X	
<b>AF5 Writer's use of language</b>		X		X		X
<b>AF6 Viewpoint and effect on reader</b>		X	X	X	X	
<b>AF7 Social, cultural &amp; historical traditions</b>		X	X	X		X