



Reading Assessment Points

We believe reading plays a vital part in the education of children at Doddingtonhurst Infant School. It supports their access to all areas of the curriculum by helping to develop confident learners with access to a range of knowledge and fundamental to their educational success.

INTENT:

- To provide high quality consistent phonics lessons, to develop reading fluency for all children.
- To teach a balanced and creative curriculum using rich vocabulary, high quality *Power of Reading* texts to promote a love of reading across the school.
- To deliver weekly, high quality reading sessions with a decoding, prosody and comprehension focus.

EYFS Expectations:

- Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)
- Read words consistent with their phonic knowledge by sound-blending (ELG)
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
- Anticipate – where appropriate – key events in stories (ELG)
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)

6 points (Birth to 3 years Development Matters)		Lilac/Lilac + book band
	Enjoys songs and rhymes, tuning in and paying attention.	
	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	
	Say some of the words in songs and rhymes.	
	Copy finger movements and other gestures.	
	Sing songs and say rhymes independently, for example, singing whilst playing.	
	Enjoy sharing books with an adult.	
	Pay attention and respond to the pictures or the words.	
	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	
	Repeat words and phrases from familiar stories.	
	Ask questions about the book. Make comments and shares their own ideas.	
	Develop play around favourite stories using props.	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	
7 points (3 years old Development Matters)		Pink book band
	Understand the five key concepts about print:	
	Page sequencing.	
	The names of the different parts of a book.	
	Develop their phonological awareness, so that they can:	

	Recognise words with the same initial sound, such as money and mother.	
	Engages in extended conversations about stories, learning new vocabulary.	
	Segments the sounds in words.	
	Can orally blend when adult led (adult repeating back segmented sounds)	
	Can segment and blend to decode unknown words.	
	Uses taught phase 2 sounds to decode unknown words.	
8 points (4 years old Development Matters)	Red book band	
	Understand the five key concepts about print:	
	Print has meaning.	
	Print can have different purposes.	
	We read English text from left to right and from top to bottom.	
	Develop their phonological awareness, so that they can:	
	Spot and suggest rhymes.	
	Count or clap syllables in a word.	
9 points	ELG's	Yellow book band - End of Reception
	Read individual letters for saying the sounds for them - ELG	
	Blend sounds into words so that they can read short words made up of known letter - sound correspondences - ELG	
	Read some letter groups that each represent 1 sound and say sounds for them (e.g. th sh ch ee or igh) - ELG	
	Read a few common exception words matched to the school's phonic programme (correspondences between letters and sounds that are unusual or that they have not yet been taught such as 'do' 'said' 'were') -ELG	
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - ELG	
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - ELG	
Decoding	Children apply their phonic knowledge and develop fluency when reading words	
Prosody	Practise reading with prosody, developing reading aloud with appropriate meaning, stress and intonation.	
Comprehension	Draw on knowledge of vocabulary to understand texts.	
	Identify/explain key aspects of fiction and non-fiction texts.	
	Identify and explain the sequence of events in the text.	
	Inference and deduction.	
	Prediction.	