Reading Assessment Grid Part 2

Evidence (date and context) :								
Response to Reading								
Hold the book the right way up (P4)								
Turn pages (P4)								
Choose a book with support (P5)								
Choose a book independently (P5)								
Ask for a book to be read to them (P5)								
Watch the teacher point to the text as it is read (P5)								
Listen to a story for a short time (P5)								
Share a book with another pupil (P6)								
Join in with a repetitive story (P7)								
Tell someone why they liked/disliked a story (P8)								
Derive Meaning From Text								
Explore pictures in books (P5)								
Point to something in the book when asked, e.g. "Where is Goldilocks ?" (P5)								
Making sense of a text/decoding								
Match written shapes/letters (P6)								
Select and recognise symbols/signs linked to familiar vocabulary (e.g. name, people, objects, actions) (P6)								

Criteria							
Match letters and short CVC words, e.g. *dog*, *sheep* (P6)							
Predict elements of a narrative (P7) (e.g. when an adult stops reading pupils fill in the missing word)							
Distinguish between print or symbols and pictures in texts (P7)							
Understand conventions of reading (e.g. following text left to right, top to bottom and page following page) (P7)							
Know that their name is made up of letters (P7)							
Recognise or read a growing repertoire of familiar words or symbols, including their own names (P8)							
Recognise at least half the letters of the alphabet by shape, name or sound (P8)							
Associate sounds with patterns in rhymes, with syllables and with words or symbols (P8)							
Use phonic knowledge to decode regular words and read them aloud accurately (Y1)							
Read and understand simple sentences (Y1)							
Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words (Y1)							
Re-read books to build up fluency and confidence in word reading (Y1)							
Vocabulary (1a)							
Talk about what words mean and learn new vocabulary in order to understand what has been read (Y1)							
Retrieval (1b, 1c)							
Check the text makes sense (Y1)							
Retell familiar stories in own words (Y1)							
Inference (1d, 1e)							
Make a prediction in a familiar story (P6)							
Recognise a specific character in a different context, e.g on a computer, on a poster (P6)							
Talk about characters' feelings (Y1)							
Make inferences on the basis of what is being said and done (Y1)							