

ASSESSMENT AND PROGRESSION IN READING

EYFS	LINKING SOUNDS AND LETTERS		DEANERY CE	PRIMARY SCHOOL	READING			
22 - 36 months	Learn new words very rapidly and are able to use them in communicating about matters which interest them.			Have some favourite stories, rhymes, songs, poems or jingles.				
30 - 50 months	Use intonation, rhythm and phrasing to make their meaning clear to others. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Build up vocabulary that reflects the breadth of their experiences. Begin to use more complex sentences. Use a widening range of words to express or elaborate on ideas.			Listen to and join in with stories and poems, one-to-one and also. Begin to be aware of the way stories are structured. Suggest how the story might end. Show interest in illustrations and print in books and print in the environment. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages. Understand the concept of a word.				
40 - 60 months	Extend vocabulary, especially by grouping and naming. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Link statements and stick to main theme or intention. Consistently develop a simple story, explanation or line of questioning. Use language for an increasing range of purposes. Use simple grammatical structures.			Enjoy an increasing range of books. Know that information can be retrieved from books and computers.				
Early Learning Goals	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs rhymes and poems. Extend their vocabulary, exploring the meanings and sounds of new words.			Explore and experiment with sounds, words and texts. Use language to imagine and recreate roles and experiences. Retell narratives in the correct sequence, drawing on language patterns of stories. Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and, in English, is read from left to right and top to bottom. Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.				
	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 them in reference to	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 the writer's use of language, including grammatical and literacy features at word and sentence level	AF6 Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader	AF7 Relate texts to their social, cultural and historical contexts and literacy traditions	
1c (6/7 points)	Differentiate between text and illustration.	WT L1 Use the front and back of books correctly.						
	Understands that print conveys meaning.				DEANERY CE			
					PRIMARY SCHOOL			
			Established left to right and top to bottom.					
			Understands that books/texts are written by writers					
			Recite rhymes and sing songs.					
1b (8/9 points)	Tell a story from the pictures.	Turns the pages from front to back.						
	Describe pictures.	Sequence a simple story or event.						
	Is beginning to understand what a letter and a word are.	Use gesture and action to act out a story, event or rhyme.						
	Name some letters.	Make predictions based on illustrations, story content and title.						
	Recognise some capitals and lower case letters.	Chooses to look at books.						
1a (10/11 points)	Distinguish between a word, a letter and a space	Listen attentively to a story at the appropriate interest level	Use knowledge of simple sentences structures and repeated patterns to make predictions and check reading	Use the patterns and structures of text when retelling and reciting		Return to favourite books, songs, rhyme to be re-read and enjoyed.		
	Use picture clues to help in reading simple text	Say how they feel about stories and poems		Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.				
	Make 1 to 1 correspondence between written and spoken words	Recall the main points of a recount in the correct sequence						
	Blend phonemes to read CVC words	Use the structure of a simple story when re-enacting and retelling						
	Use phonic knowledge to attempt unknown words	Talk about the themes of simple texts, e.g. good over evil						
	Read, on sight, high frequency words from NLS appendix list 1							
2c (12/13 points)	Read on sight words from NLS appendix list 1	Identify main events or key points in texts	Make simple deductions with prompts and help from the teacher	Begin to talk about the differences between fiction and non-fiction		Choose and talk about a favourite book from a selection.		
	Recognise familiar words in simple texts	Answer literal retrieval questions about the text	Begin to make predictions about the characters.	Identify print effects, e.g. bold, italic, capitalisation, etc.				
	Blend phonemes to read CCVC and CVCC words							
	Continue to use phonic knowledge to attempt unknown words							
2b (14/15 points)	Expect written text to make sense							
	Read on sight words from NLS appendix list 1	Talk about the main events in a text	Express opinions about main event and characters in stories. E.g. good and bad characters	Understand the difference between fiction and non-fiction		Continue to choose and talk about a favourite book from a selection.		
	Blend and segment sounds in consonant clusters and use this knowledge in reading	Pick out relevant information		Understand the way that information texts are organised and use in reading simple texts				
2a (10/11 points)	Show awareness of the grammar of a sentence to help decipher new or unfamiliar words			Understand the sequence of a story				
	Use a range of decoding strategies	Identify and discuss the main events or key points in a text	Use an understanding of the story to make predictions	Identify and discuss the way information texts are organised and use this in reading simple texts		Continue to choose and talk about a favourite book from a selection.		
	Blend and segment sounds in consonant clusters and long vowel phonemes and use this knowledge in reading	Locate specific information in the text to find answers to simple questions	Relate story settings and incidents to own experience	Discuss the structure of a narrative				
	Read on sight words from NLS appendix list 1		Compare stories and identify common themes					
2b (14/15 points)	Use the grammar of a sentence to decipher new or unfamiliar words							
	Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks	Make predictions using experience of reading books written by the same author or based on similar themes	Go beyond own experience or general impression and refer to text to explain meaning	Evaluate the usefulness of the information in a particular text for answering questions	Identify how vocabulary choice affects meaning	Make choices about which texts to read based on prior reading experience and bibliographic knowledge		
	Read on sight a range of high frequency words from NLS appendix 2	Generate questions before reading and use bibliographic knowledge to help retrieve specific information	Make simple inferences about thoughts and feelings and reasons for actions	Understand how to use alphabetically ordered texts to retrieve information				
	Identify syllables in order to read polysyllabic words	Use an understanding of the structure of non-chronological reports and explanations to make predictions		Discuss and comment on the structure of a narrative				
	Blend and segment long vowel phonemes							