

Reading assessment guidelines

Standard 1 Group name:

Names of children:

AF1 Word reading
<ul style="list-style-type: none">• apply phonic knowledge to decode words, e.g. high, hand, cream, park• speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent, e.g. /ee/, /or/, /ar/• read accurately by blending taught GPCs at Phase 5 L&S or equivalent, e.g. coach, morning, cried• read most common exception words at Phase 5 L&S or equivalent, e.g. their, people, asked
AF2 Understanding
<ul style="list-style-type: none">• usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information, e.g. Pupil asks 'Why do bees like flowers? How long do worms grow?' and can find pages in a non-fiction book to answer own questions• usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading, e.g. Pupil reads 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted' to 'waved'• discuss the link between events and the text title, e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'
AF3 Inference
AF4 Prediction
<ul style="list-style-type: none">• usually predict what might happen with responses linked closely to the story characters, plot and language read so far, e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time
AF5 Non-fiction
AF6 Authorial intent
AF7 Familiarity with texts
AF8 Range of reading
AF9 Poetry and performance
AF10 Discussing reading
<ul style="list-style-type: none">• contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support, e.g. some simple comments about preferences, sometimes with reasons• with support, express views about events or characters in the story and answer questions about why things happen, e.g. The boat tipped because all the animals started to be bad, and the children, too

Date:	Target AF(s):
Text:	Commentary (planned key questions, responses, next steps, etc.):
Pages:	
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