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| Word Reading | Phonic Knowledge | Comprehension |
| •Read familiar words independently. •Mistakes "was" with "saw."•Sight read ‘’(insert non decodable/tricky words)• Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary.  | •Recognised / / (list graphemes i.e a-e, ou)•Did not recognise // (list graphemes i.e a-e, ou)•Sounding out and blending successfully.•Missing beginning/ end phonemes.•Recongised or commented on an alternative spelling/ grapheme ie y for /igh/ or /ee/•Confused "b" and "d" sounds at the beginning of the word "dig" but selfcorrected when read within the context of the sentence. | • Read familiar words independently. • Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary.  |
| Expression | Engagement | Errors |
| • Read with fluency and expression. • Read one word at a time.• Did not take full stops / exclamation marks / question marks into account when reading. • Was able to take into account “ ”. • Was not able to take into account “ ”.  | • Enjoyed reading this book a lot. • Not engaged in this book. • Struggled to concentrate on this text.  | • Self-corrected own errors independently. • Struggled to self-correct errors. • Did not attempt to selfcorrect errors.  |
| Support | Genre |  |
| • Found this book hard to read independently. • Able to read this book with some help. • Able to read this book with lots of help. • Able to read this book independently.  | • Able to identify the type of text (fairytale, story, information etc). • Struggled to identify the type of text or purpose of the text. • Could use the glossary / contents / index pages appropriately. • Found it difficult to use the glossary / contents / index pages.  |  |