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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. |  |