School: Castle Hill School	DOB:	NCYR:
Pupil:	Date of Assessment:	

	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Teaching objectives/focus of work To use single words when reading a sentence	**Location:** Whole classroom. Distraction free environment. Specific support group. 1:1.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate) **Achievement:** x was able to name some familiar animals and items of clothing, eg "glove", "shoe", "mouse", as the adult pointed to them. **Observation:** x needed some help to find the symbols from a large selection, and to place them in position on the sentence strip. He found it easier when offered two symbols and asked to find specific one	**Level of support:** NS- No support ==VS-Verbal support== SP-Signed prompt SU-Symbols used ==GS-Gesture support== HOH-Hand on hand.
Level of pupil involvement: 1 2 3 4 5 Passive --Engaged	**Type of support** **Support prompts:** Physical/general/verbal/visual/other. **Duration of prompt:** ==Initial==/intermittent/continual. **Reason for prompt:**
This work contributes to PKS ___2___ because It evidences the following from the level descriptor: Can read words by blending sounds with support Demonstrates understanding by answering where/what/who questions	Attention to task / concentration /==comprehension modelling== e.g. demonstration scaffolding e.g. writing frame. **Wordbank** e.g. key words/symbols. **Equipment/apparatus** e.g. counting cubes etc.
Exemptions:	**ICT** e.g. Clicker, switch device. Other (specify).
It is **NOT** PKS 3 above because: They are not yet reading accurately	**Exemptions** Physical Cognitive Emotional
It is **NOT** PKS _1___ below because: He is beyond anticipation of events	**Task completed :** At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.

Moderated at:

Learning Intention:

x will demonstrate a simple understanding of text.

Achievement:

x can answer 'where', 'who' and 'what' questions, when reading aloud with an adult that he is comfortable with. He can sometimes answer a simple 'why' question.

Observation:

x takes time to build relationships with adults in class. He enjoys books, and likes adults to read to him. When reading aloud himself, he demonstrates a very good sight vocabulary and uses his phonic knowledge effectively to sound out unfamiliar words.

Learning Intention:

x will give two key word answers, using symbols to support.
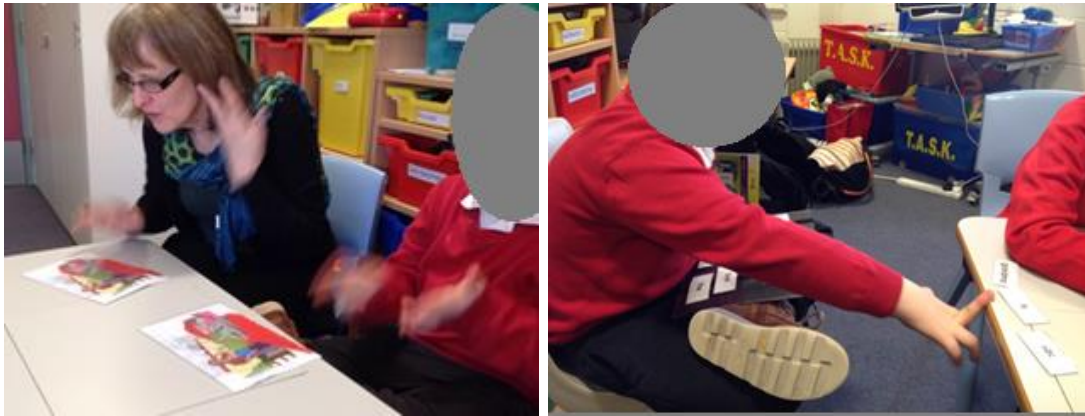
Achievement:

x has an extensive vocabulary and can answer questions appropriately using single words and combinations of words in a loud and clear voice when he is speaking to familiar adults who he feels confident with.

Observation:

x can give a three word answer in response to questions without a model, eg '*Where is H*? ' 'H is poorly' , 'she not in class' '*What is mum saying*?' 'no touch the apple.' He can combine two key words when describing a picture using

an adjective plus noun, eg 'red car', 'big box' 'book about Cinderella'. He can sequence written words and then read them to help him answer a question when an adult provides a verbal model or complete a sentence when the adult provides the starter.

Learning Intention:
x will give two-keyword answers, using text/symbols to support.

Achievement:
x is beginning to produce an extended sentence, using text and symbols to support him, during this daily activity.

Observation:
x has become more confident speaking aloud during this familiar activity in recent weeks. Initially, he would often whisper the name of a classmate and how they were feeling, eg "A*** happy". He is now increasingly producing an extended sentence, eg "M***** is poorly and H**** is sleepy", using a sentence strip to support him.