

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL

## Teacher Assessment of Reception Reading Objectives

Reception					
Phonics	Phase 2	Dev Phase 3	Secure Phase 3		
Points	0.0 – 0.1	0.2 – 0.3	0.4 – 0.5	0.6 – 0.7	0.8 – 0.9


PRACTICE AND APPLY (Comprehension)	<b>Activate Prior Knowledge &amp; Word Reading Skills</b>
	<b>Vocabulary</b> <small>1a - draw on knowledge of vocabulary to understand texts</small>
	<b>Predict</b> <small>1e - predict what might happen on the basis of what has been read so far</small>
	<b>Features of Text</b> <small>1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</small>
	<b>Inference</b> <small>1d - make inferences from the text</small>
	<b>Sequence</b> <small>1c - identify and explain the sequence of events in texts</small>
	<b>Review</b>

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|---|
| Can respond to familiar rhymes and stories.   |
| Can handle books carefully.   |
| Can look at books independently.  |
| Can recognise familiar words and signs (e.g. their own name, advertising logos)   |
| Can sit attentively and listen to stories (at an age appropriate level).  |
| Can turn pages, holding the book the right way up.  |
| Knows that text runs from left to right and top downwards in English.   |
| Can point to the correct word when “reading simple texts from memory”.  |
| Knows the sound of most of the letters of the alphabet (e.g. phase 3 letters and sounds or equivalent).                               |
| Can identify initial sounds in familiar words.  |
| Can blend CVC words (e.g. bag, log, rip).   |
| Can use their knowledge of letter sound correspondences to help them read simple unknown words.                                       |
| Is beginning to read some high frequency words from YR (P1) word list.  |
| Can use phonic knowledge at current level to attempt unknown words.   |
| Can understand what words mean in a simple text.  |
| Can identify words of which they do not know the meaning.   |
| Is beginning to make suggestions of alternate words with similar or opposite meanings.  |
| Can use pictures to predict what is happening in a story.   |
| Can begin to use the meaning of simple unfamiliar stories to make predictions (e.g. suggest how a story might end).                   |
| Is beginning to understand that there are different types of text <i>i.e. stories, recipes, instructions</i>                          |
| Can begin to recognise language patterns in stories, poems and other texts.   |
| Can talk about the main points/key events in a text (e.g. main story setting, events, principal character).                           |
| Can gain simple meaning by using illustrations, when not yet able to read the text.   |
| Shows curiosity about content in stories (e.g. may begin to discuss content and answer basic questions about a story. E.g. how? Why?) |
| Knows that information can be retrieved from different sources of information such as books, posters and computers.                   |
| Can retell an event in a story or information from a non-fiction text (may only be brief).  |
| Can put the important parts of a story that is known to the reader in order.  |
| Can state simple likes/dislikes about familiar texts.   |
| Can use story language when retelling or creating stories, either orally or in writing.   |

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**Reception – Practice / Guided Reading**

## **Assessment Overview**

1. Guided Reading – Planning Sheet – pro-forma

**Headteacher**

Mr M Cockcroft