



Reading Assessment Structure

To be on track to reach age related expectations by the end of his/her time at Southcoates Primary Academy, our aim is that the children will reach the milestones below at the specified times.

RWI Bands:

1 st 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer & Y4 Autumn
Grey / Silver	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta	Y6 Autumn, Spring and Summer
Black	Y6 Greater Depth Standard

An overview of how reading assessments take place is given on the following page.

Nursery

- RWI assessments are conducted by the Nursery teacher.
- Informal RWI assessments take place on an ongoing basis to ensure that the teaching is pitched appropriately for each child.
- 1:1 RWI assessments take place in the Summer Term in Nursery, using RWI Assessment One, ready for the children's transition into Reception. In the Autumn Term in Reception, each child's Nursery assessment will influence the group at which they begin their formal RWI lessons.

Reception

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead.
- Each child's half-termly assessment will determine which RWI group they are in for the next half term.
- The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 1.

Year 1

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term.
- Half-termly 'On Track to Pass the Phonics Screening Check' assessments take place. The outcomes of these assessments influence 1:1 interventions.
- The summer term RWI assessment will determine which RWI group the child will be in when they transition to Year 2.
- The Official Phonics Screening Check takes place in the summer term and is conducted by the Phonics Lead.

Year 2

- Half-termly 1:1 RWI Assessments are conducted by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term. To be on track for age related expectations, the children should be ready to finish to RWI scheme and move to the inference scheme at the end of the autumn term.
- Half-termly 60 second read assessments track each child's reading speed. The outcomes of these assessments influence interventions.
- A second Official Phonics Screening Check takes place in the summer term, conducted by the Phonics Lead, for the children that did not pass their Year 1 Phonics Screening Check.

Year 3

- For any children who did not pass the Phonics Screening Check in Key Stage One, half-termly RWI assessments and mock PSC assessments will take place, conducted by a Year 3 teacher or teaching assistant. These assessments will continue on a half-termly basis until the child is able to achieve the PSC pass mark.
- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.

Year 4

- For any children who still require phonics teaching, for example, those with SEND, half-termly RWI assessments and mock PSC assessments will continue to take place until the child is able to achieve the PSC pass mark.
- Half-termly book band assessments and reading fluency assessments take place using the Lexplore technology. These assessments influence the pitch of the whole-class reading lesson, home reading levels and interventions.

Year 5

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the bottom 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.

Year 6

- For any children who still require phonics teaching, for example, those with SEND, ongoing phonics assessments are used to identify gaps that then influence which sounds are taught.
- Book band assessments are conducted on a half-termly basis.
- The children achieving in the bottom 20% for reading are assessed using Lexplore on a termly basis to identify gaps that will influence interventions.
- Mock SATs scores are also used to support reading assessments.