# Assessing Reading

The aim of this directed task is to build a rich picture of the reading experiences, behaviours and competences of your three focus children working across the range of age-related expectations and your focus child with SEND, so that this knowledge informs your focus children’s progress meetings (week 4) and begins to inform your planning for those individuals, groups or the whole class for the final weeks of your placement.

Outlined below are four steps for you to follow. Some of these require you to make your own observations of the focus children, while others require you to engage in reading with the children yourself. At these times, it would be useful to arrange for someone to observe this process in order to make detailed notes and to share in discussion afterwards. For most students this will be your placement partner or other student in the school. If you are the only student in a school you should ask another adult if they might be willing to do this for you.

For all tasks you should make notes and keep copies of any written or other responses produced by the children (anonymise the work), when applicable, or other records of evidence e.g. photographs (you must not include faces of the children in your photographs.)

1. Observe and make notes about your focus children while they are engaged in reading activities on **at least** three occasions (e.g: 1:1 reading with you or another adult, guided reading in a group or whole class context, independent reading, choosing books from the library or book corner, comprehension work, joining in with a shared reading/storytelling experience and any other reading opportunities across the curriculum).

Points to consider in your observations (there may well be others):

**Early Years Foundation Stage**

* Do they understand how books work? (e.g is it the right way up, do they start from the front and turn the pages through to the back?)
* Do they understand that there is print?
* Can they read any words, phrases, sentences? (Do they apply their phonics knowledge?)
* Are they able to retell a story if it has been read to them?
* Are they able to answer questions about a book that has been read to them?
* Do they point to aspects of the book?
* Do they choose particular types of books?

**Key Stage 1 and 2**

* Do they go left to right, top to bottom?
* Do they make use of their phonic knowledge?
* Can they recognise whole words automatically?
* Do they self-correct errors that they make?
* Can they read with intonation and expression?
* Can they predict what might happen next?
* Can they make inferences?
* Can they summarise a text?
* Do they choose particular types of books?
* Do they discuss what they have read, talking about preferences and giving opinions?

A key reading to support your understanding is ch.4: How do children develop as readers? In [Perkins, M. (2015) *Becoming a Teacher of Reading*](https://rl.talis.com/3/leicester/lists/816EC583-E5B9-450E-F78C-241FC4B6632D.html).

1. **Either:**

**Early Years Foundation Stage Placement** conduct an activity which assesses your focus children’s pre-reading skills and one that assesses their phonics skills and knowledge.

You may like to audit your focus children’s phase 1 skills.

You may wish to focus on pre-reading skills, you may like to choose a picture book with words and ask:

* If I was to read this book, where would I start?
* Can you point to a letter?
* Can you point to a word?

**Or:**

**Key Stage 1 and 2** conduct a miscue analysis of each of your focus children by preparing a running record for books that will appropriately challenge your focus children. You should discuss the choice of book with your mentor. Whilst your focus children read the book, record the miscues. The key reading to support this aspect is [Campbell, R. (2007) *Miscue Analysis in the Classroom*](https://rl.talis.com/3/leicester/lists/816EC583-E5B9-450E-F78C-241FC4B6632D.html)

1. Indicate where each child is on the Simple View of Reading matrix from the evidence you have collected and explain your decision in a narrative. Explain why you have chosen the particular location in a quadrant where you have placed your focus child. Explain their strengths and areas for development as a reader, making reference to the evidence you have collected.

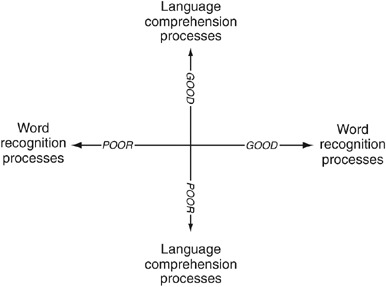


Figure from Gough, P.B. & Tunmer,W. E. (1986) Decoding, reading and reading disability. Remedial and Special Education, 7, 6-10.

A key reading to support this aspect is [Rose J. (2006) Independent review of the teaching of early reading](https://rl.talis.com/3/leicester/lists/816EC583-E5B9-450E-F78C-241FC4B6632D.html), Final Report, DFES Publications

1. Assess your focus children’s reading competencies using the EYFS or National Curriculum age-related expectations. You should also familiarise yourself with the school’s assessment system and may use this when carrying out your own assessment.

From your observations you made in steps 1-3 use this to assess each focus child’s attainment:

* Use either the [Development Matters for EYFS](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) or Year Expectations from the [National Curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study)
* You can also use the [CLPE Reading Scale](https://learn-eu-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5bfe8efc36910/4831986?X-Blackboard-Expiration=1633456800000&X-Blackboard-Signature=r133g%2FzE2dX7bzJbpc8kRfS)
* If the school uses a standardised reading test you may be able to conduct one
* It may also be appropriate to assess their phonics knowledge by testing which sounds and words your focus children do know

For step 1 and 4 you will use the information you have gathered in a Focus Children’s Progress Meeting in week 4. During the meeting you will be asked to articulate your assessment of your focus children’s learning including strengths and areas for development. You will then discuss with your mentor setting small, next-step reading targets for each child that you will support the children to achieve over the final two weeks of placement. You should plan, prepare and deliver reading sessions that promote progress – this can be cross curricular. You will review the targets in your final week.

**Where do you record this task?**

* Record the observation notes/assessments, your reflections and any evidence of the children’s work on these tasks in your Planning and Assessment folder
* Summarise your observations and assessments in preparation for your Pupil Progress meeting in Week 4 using the PowerPoint template. Think about how your subject knowledge from your reading and the phonics and reading sessions within the English strand is informing your understanding of how children learn to read and their progress in the two elements of Simple View of Reading – word recognition and language comprehension. Think about how this information helps you to understand the children’s next steps.