



Willow Wood Primary School Assessment – Reading Reception

Pupil Name: _____

Understand what has been read (Comprehension):	Read words by saying sounds and blending (Word Reading):	Read simple sentences and books (Fluency & Application):
<u>In some reading, with increasing independence:</u> • Begin to develop a love of reading by listening attentively to stories, rhymes and non-fiction texts • Talk about key events in a story • Begin to retell familiar stories using simple language • Join in with repeated refrains and key phrases • Answer simple questions about what has been read (who, what, where) • Use pictures to support understanding • Begin to talk about characters and what is happening • Develop understanding of new vocabulary through stories and discussion <u>In most reading, with increasing independence:</u> • Retell simple stories in the correct order • Describe main events, characters and settings • Answer questions about why things happened (with support) • Make simple comments about texts (e.g. likes/dislikes) • Begin to predict what might happen next • Use recently introduced vocabulary when discussing texts • Make links between stories and own experience <u>Secure (End of Reception):</u> • Retell familiar stories independently using clear sequence • Answer questions about what has been read, including some “why” questions • Talk confidently about characters, events and settings • Predict what might happen next using clues from the text • Use and understand a range of vocabulary from stories • Show understanding of texts through talk, role play and drawing • Develop a love of reading through regular story sharing and book engagement	<u>In some reading, with increasing independence:</u> • Recognise some Phase 2 graphemes • Say the sounds (phonemes) for familiar graphemes • Begin to orally blend simple words (e.g. c-a-t, cat) • Read some simple VC/CVC words • Recognise a small number of tricky words (e.g. is, I, the) <u>In most reading, with increasing independence:</u> • Recognise and say Phase 2 and Phase 3 graphemes including some digraphs and trigraphs • Blend sounds to read simple words • Read CVC and CVCC words • Read some longer words using Little Wandle strategies • Read a growing number of tricky words • Apply phonics knowledge during reading with increasing confidence <u>Secure (End of Reception):</u> • Recognise and say Phase 2, 3 and some Phase 4 graphemes including digraphs and trigraphs (at least 11) • Blend sounds fluently to read words • Read words with adjacent consonants (e.g. stop, hand) • Read longer words using Little Wandle strategies • Read many tricky words automatically • Decode unfamiliar words using phonics knowledge	<u>In some reading, with increasing independence:</u> • Begin to track text from left to right when reading • Match spoken words to written words • Read simple phrases with known GPCs (with support) • Begin to join in with shared reading <u>In most reading, with increasing independence:</u> • Read simple sentences with known GPCs • Read decodable books matched to phonics stage • Begin to read with some fluency • Re-read familiar texts with increasing confidence • Use pictures and context to support reading <u>Secure (End of Reception):</u> • Read simple sentences and books fluently that are matched to phonics stage • Read decodable books matched to phonics stage independently • Re-read books to build confidence and fluency • Read aloud with accuracy and some prosody • Show understanding while reading by checking it makes sense • Read for purpose and enjoyment