



# Christ Church CE Primary School



*'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6*

## Reading Assessment

At Christ Church, we assess our children's reading ability in a range of ways to inform planning and intervention.

### Early Years Foundation Stage

Throughout the children's time in Early Years at Christ Church, the children are assessed using the Development Matters Statements (September 2021) to track progress. Our aim for the end of Reception is for the children to reach their Early Learning Goal in Word Reading and Comprehension as outlined in the Statutory Framework for the Early Years Foundation Stage. Assessment is tracked on RM Integrus using gradings Below, Working Towards, Expected and Greater Depth.

Once the children start Read Write Inc in Nursery, they complete a half termly assessment similar to the one below. The assessment requires children to read sounds, orally blend, segment and blend real and alien words as well as reading longer passages with fluency towards the end of the programme.

ReadWrite Inc. Phonics		Assessment 2 individual record	
Assessment 2 individual record		Pupil .....	Date .....
Set 1 Sounds Groups A or B	m a s d t i n p g o c k u b f e		
Set 1 Sounds Group C	l h r j v y w z x		
Ditty Group	am got bad wet in		
Red Group	ch ng nk qu sh th		
Green Group	grin this nest ship vot keb pon gab		
	jump long black drink		
	melp spot thap fant		
Purple Group	bag fish red hat that bad six them		
Pink Group	ay ee igh ow oo oo		
	spray green night book hood shong sprat klow		
	then help had swim that long his have		
Orange Group	or or air ir ou oy		
	part porch stair girl dimm blout goy flarm		
	from quick might soft sleep stoy food need		
Yellow Group	harm blif gorm doup scoy stull click yair		
	tee tight slow feet start fair party away		
	yellow this		
Blue Group	whope quang kile zude bead plode dloin		
	Robin Hood met John Little...		
	..... words per minute (write the child's total here)		
	..... errors (keep a tally as the child reads)		
Grey Group	at oo ew the ear or ow ole ole ole or		
	churt spaly grow plier gear plare glowp prew		
	The King of Hamelin had a problem...		
	..... words per minute (write the child's total here)		
	..... errors (keep a tally as the child reads)		
Literacy and Language Group	quigh speaned quang stabe skurt voisk starm horker		
Read Write Inc. Spelling	invisible celebration enormous these largest		
	behaviour measure because		
	The Planet Wob was a boring place...		
	..... words per minute (write the child's total here)		
	..... errors (keep a tally as the child reads)		



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### Key Stage One

*In Key Stage One, Read Write Inc assessments continue until the child have completed the programme and are now a competent, fluent and expressive reader. They are also assessed termly using PIRA tests. Here is an example of a Year Two PIRA test.*

Autumn, Year 2

Sam felt ill.  
His throat hurt. His ears hurt.  
His head hurt. He sneezed.  
"Sam, can you come and show us how to do it?" asked Mrs Jacobs.




Sam looked up. He didn't know what Mrs Jacobs wanted him to do. He all wobbly. He knew that if he stood up. He put his head down on his hands or wanted his mum. He knew that Mrs Jacobs now. His teacher didn't like it when children didn't do what she told them to do.

► KS1 questions sit directly after Reading texts and KS2 Reading texts are in a pull-out booklet so that they can easily be viewed alongside questions.

10 Who is this story about? Circle your answer.  
Jacob      Sam      Mum

11 Where was Sam? Circle your answer.  
in bed      at school      at home      at the shops

12 Find and copy the words from the text to say where Sam hurt.



► Variety of question types.

13 Write **one** thing Sam did when Mrs Jacobs asked him a question.

► Every question is mapped to National Curriculum content domains, allowing question and strand-level reporting.

*From Year Two, the children will also use Accelerated Reader to assess their reading ability. This software provides a reading age for each children as well as a ZPD score that correlates to the reading books they take home; ensuring they are a suitable level while also challenging the children.*

*Each term using all of the different assessment approaches, teachers enter assessment data onto our school tracking system- RM Integrus. This is where each objective outlined by the National Curriculum is assessed for each child to track progress.*



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### Key Stage Two

The use of Accelerated Reader continues in Key Stage Two providing reading ages and ZPD scores. Children use Accelerated Reader weekly to complete quizzes for assess their understanding of the text they have read. Here is an example of what the children see.

The screenshot shows a quiz interface with the following elements:

- Top bar: "Stop Quiz" on the left, "Alligator Tails and Crocodile Cakes" in the center, and "Eric Beck" on the right.
- Question text: "Question 1 of 5" followed by "Crocodile found Alligator hiding behind the tree because he ---."
- Four multiple-choice options, each with a letter in a blue circle:
  - A) smelled the delicious cake
  - B) saw Alligator's tail (This option is highlighted with a blue background)
  - C) found the crumbs from Alligator's cake
  - D) heard Alligator's tail thumping
- A blue "Next" button at the bottom center.

PIRA assessments also continue. All of these approaches are then used to inform the teacher judgments made on RM Integris.