

Individual pupil progress / Class ...2..... / Pupil name ...Paxima.....

| | Pre-reader <i>Does not yet link sounds, letters, words and writing</i> | | Beginning reader <i>Knows print contains meaning; begins to match sounds to writing</i> | | More independent reader <i>Uses phonics, look and say and context to read longer text</i> | |
|--|--|---|--|---|--|--|
| | Pre 1 | Pre 2 | Beg 1 | Beg 2 | Ind 1 | Ind 2 |
| | DECODE & UNDERSTAND | Does not link sounds with written letters | May recognise some 'letters and sounds' | Knows some letters and sounds and begins to use initial letters | Knows sounds of most letters and begins to blend sounds into words | Sight reads more complex and more high frequency words |
| Looks at pictures and talks about pictures | | Pretend to read a story | Recognises some high frequency words | Knows more high frequency words | Uses <i>Phonics, Look and Say</i> and <i>Context</i> to decode new words | Begins to read 2-3 syllable words |
| Does not know text reads left to right | | May read high frequency words eg own name | Memorises simple patterned writing | Identifies syllables and rhyming words | Begins to self-correct | For more difficult words: looks for cues in text |
| Does not tell a coherent Story | | Knows text reads left to right | May finger point, matching words to text | Sounds out new words (eg CVC) using phonics knowledge | Silent reading is mostly vocalised | Reads simple texts with fluency and understanding |
| Does not understand that words have meanings | | May ask: 'What's the word?' | Uses picture cues to guess unknown words | Reads patterned writing phrases with understanding | Can answer simple questions about a story | Can give reasons for characters' actions |
| Notes on reading progress e.g. What is pupil reading? What letters or words are they able to read? What mistakes do they make? What 'stage' are they at? What do they need extra help with? | | | | | | |
| Date | Reading level: Pre 1/Pre 2/Beg 1/Beg 2/Ind 1/Ind 2 | | | | | |
| 16/01 | Watched Paxima sitting with Josie reading 'Kate is in heaven' (a level 2 story in English). Paxima was turning the pages and pretending to read the story – not sure she undertood the words – was definitely 'reading' left to right' | | | | | |
| 24/01 | This week she has asked me a few times what a word says – yesterday morning she came in with an empty packet of flour and asked me what some of the words said and today, she saw something on the chalkboard next door and asked me what it said. | | | | | |
| Date | Reading level: Pre 1/Pre 2/Beg 1/Beg 2/Ind 1/Ind 2 | | | | | |
| 4/2/ | Definitely very keen to read – keeps on asking about words! | | | | | |
| 6/2/ | Thought she was reading today, then I realised she had memorised some of 'Kate is in heaven' – (I asked her about her family – Dad had an operation last month so that's why she liked it!) Did the case study from the BOC today [5.1 My teacher - http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=138211&section=3] – P was recognising the 'b' sound at the start of the words. | | | | | |
| Date | Reading level: Pre 1/Pre 2/Beg 1/Beg 2/Ind 1/Ind 2 | | | | | |
| 14/3 | Worked with P and Josie today – P was following words with her finger and used a picture to guess 'cow' | | | | | |
| 25/3 | Whole class activity – P put her hand up and knew 'cow', 'boy' 'the' – (high frequency words) | | | | | |
| Date | Reading level: Pre 1/Pre 2/Beg 1/Beg 2/Ind 1/Ind 2 | | | | | |