Standards Presentation

Early Level Reading

Assessment 1 – Shared Reading (The Girl Who Loved Wellies)

Learner A chose 'The Girl Who Loved Wellies' from the shared reading box. She shared it with the class.

Learner A: *'I like this story. My Mummy reads me this story at home.'*

Was able to choose a story for enjoyment based on own experience. Read the title to the class (audio recording). Was able to point out author.

Didn't make reference to cover due to being familiar with the book.

'It is about a girl who likes wellies. She has an itchy foot. She can't get her wellies off. Everyone has to pull them off.'

'I like the bit when it says Pooey because it is funny! I like the flip flops at the end and I like all of the pictures.'

Shares short summary of the story including the main points. Shares likes and gives reasons for her choices.

Doesn't share any dislikes, however this is appropriate as is a favourite story.

Benchmarks evidenced

- Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
- Engages with texts read to them. Shares thoughts and feelings about stories and other texts in different ways.

Assessment 1 – Shared Reading (The Girl Who Loved Wellies)

(Learner A wanted to share the picture at the end of the story and asked the class which pair of flip-flops they liked the best. She shared that she does this at home when she reads the story.)

Asked the class a question relating to a part of the story. Was able to relate this to own experience, showing enjoyment of the text.

Continue to work on asking and answering questions about texts.

Audio recording

Read from left to right and top to bottom through the story. Used knowledge of sounds, sight vocabulary and knowledge of the story to read with expression. Showed clear awareness of punctuation / use of capital letters/bold/bigger text through varying intonation in voice.

Reading a less familiar text would allow for more evidence of use of context clues.

Benchmarks evidenced

- *Reads from left to right and top to bottom.*
- *Uses knowledge of sounds, letters and patterns to read words.*
- *Uses knowledge of sight vocabulary/tricky words to read familiar words in context.*
- *Reads aloud familiar texts with attention to simple punctuation.*
- *Uses context clues to support understanding of different texts*
- *Engages with texts read to them.*
- *Asks and answers questions about events and ideas in a text.*

Assessment 2 – The Very Hungry Caterpillar

Learner A picked up the picture cards and said *'I'm going to put them in the right order first'.*

Learner A found the picture with the egg on the leaf and said *'It starts with a little egg on a leaf'.*

She then ordered the cards correctly, reading the names of the days of the week to help her sequence those. She also noticed that the number of items eaten increased with each day, saying *'It's one first, then two',* using the pattern to help her remember the order.

> Learner A chose to explore the story through ordering the picture cards before retelling the story aloud. Learner A used both memory, sight vocabulary and logical thinking to help her order the cards correctly.

> *'I like ice-cream and sausages. I don't like pickles!*

> Learner A related information in the text to personal experiences, likes and dislikes.

Learner A needed some help to order the cards towards the end of the story.

Benchmarks evidenced

- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes

- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relates information and ideas from a text to personal experiences.

> Learner A needed support to order the last few cards. Learner A needed some encouragement to ask questions in order to complete the picture sequencing. Learner A chose to read the story independently and wanted to stick to the text in the book – next steps to retell stories in different ways.

Assessment 2 – The Very Hungry Caterpillar

Learner A picked up the book and asked if she could read the whole story herself (audio recording).

the Hungry Caterpillar

In the light of the moon a little egg lay on a leaf.

One Sunday morning the warm sun came up and pop! Out of the egg came a tiny and very hungry caterpillar.

He started to look for some food.

On Monday he ate through one apple but he was still hungry.

On Tuesday he ate through two pears but he was still hungry.

On Wednesday he ate through three plums but he was still hungry.

On Thursday he ate through four strawberries but he was still hungry.

On Friday he ate through five oranges but he was still hungry.

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon.

That night he had a stomachache!

The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

✓ = prompted by adult for fluency

Needs support with confidence to read around words and to use phonics aloud to read words before looking to adult for help.
Next steps – magic e and soft c
(slice)

- **Reads from left to right and top to bottom.**
- **Uses knowledge of sounds, letters and patterns to read words.**
- **Uses knowledge of sight vocabulary/tricky words to read familiar words in context.**
- **Reads aloud familiar texts with attention to simple punctuation.**
- **Uses context clues to support understanding of different texts.**
- **Engages with texts read to them.**

Audio recording – reads from left to right and top to bottom of pages. Self-corrects through use of context clues (pictures/meaning). Uses phonic knowledge. Reads tricky words using context to help. Good attention to punctuation
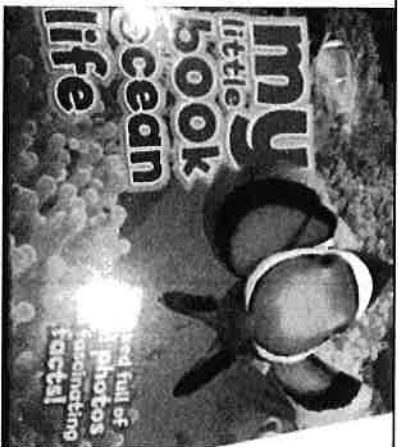
Learner A chose to find out about sharks. She chose the book 'My little book of ocean life' to find information from. She spoke about visiting Deep Sea World and seeing the sharks there.

Contents

Relates information in the text to personal experiences. Chooses appropriate text to find information. Chose ocean creature she liked to find out about.

Learner A initially pointed to 'Seahorse'. She was prompted to look again for shark after listening to the word and identifying that it started with the 'sh' sound.

Continue to work on applying phonic knowledge/looking carefully at words to identify correct section.

Aware of contents page as a feature of non-fiction texts and a place to find the correct section.

Benchmarks evidenced

- *Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes*
- *Reads from left to right and top to bottom.*
- *Uses knowledge of sounds, letters and patterns to read words.*
- *Uses knowledge of sight vocabulary/tricky words to read familiar words in context.*
- *Reads aloud familiar texts with attention to simple punctuation.*
- *Uses context clues to support understanding of different texts.*

Finds information in a text to learn new things.

Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

- *Engages with texts read to them.*
- *Asks and answers questions about events and ideas in a text.*
- *Relates information and ideas from a text to personal experiences*

Learner A found the words 'sharp teeth' and created a label for this to use as one of her facts. She also used the picture to help her and pointed to the sharp teeth. She asked why sharks have so many teeth.

Able to find key words using phonic knowledge and sight vocabulary. Asked relevant question about the text.

Learner A recognised the word 500 and with help read the section 'There are about 500 types of shark. Most sharks use their amazing sense of smell to find animals to eat."
She chose to add 500 types as a fact.

Continue to work on using context clues to support understanding of the text. Continue to use knowledge of sight vocabulary/tricky words to support understanding.

>> This shark is called a hammerhead shark.

There are about 500 types of shark. Most sharks use their amazing sense of smell to find animals to eat.

Benchmarks evidenced

•*Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes*

•*Reads from left to right and top to bottom.*

•*Uses knowledge of sounds, letters and patterns to read words.*

•*Uses knowledge of sight vocabulary/tricky words to read familiar words in context.*

•*Reads aloud familiar texts with attention to simple punctuation.*

•*Uses context clues to support understanding of different texts.*

•*Finds information in a text to learn new things.*

•*Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.*

•*Engages with texts read to them.*

•*Asks and answers questions about events and ideas in a text.*

•*Relates information and ideas from a text to personal experiences*

Shark

Sharks are fierce, powerful fish that hunt other ocean animals.

The great white shark's has rows of sharp teeth in its mouth.

Learner A spoke about sharks being very big and strong. When she asked if she could find any other words meaning strong she was able to identify 'fierce'.
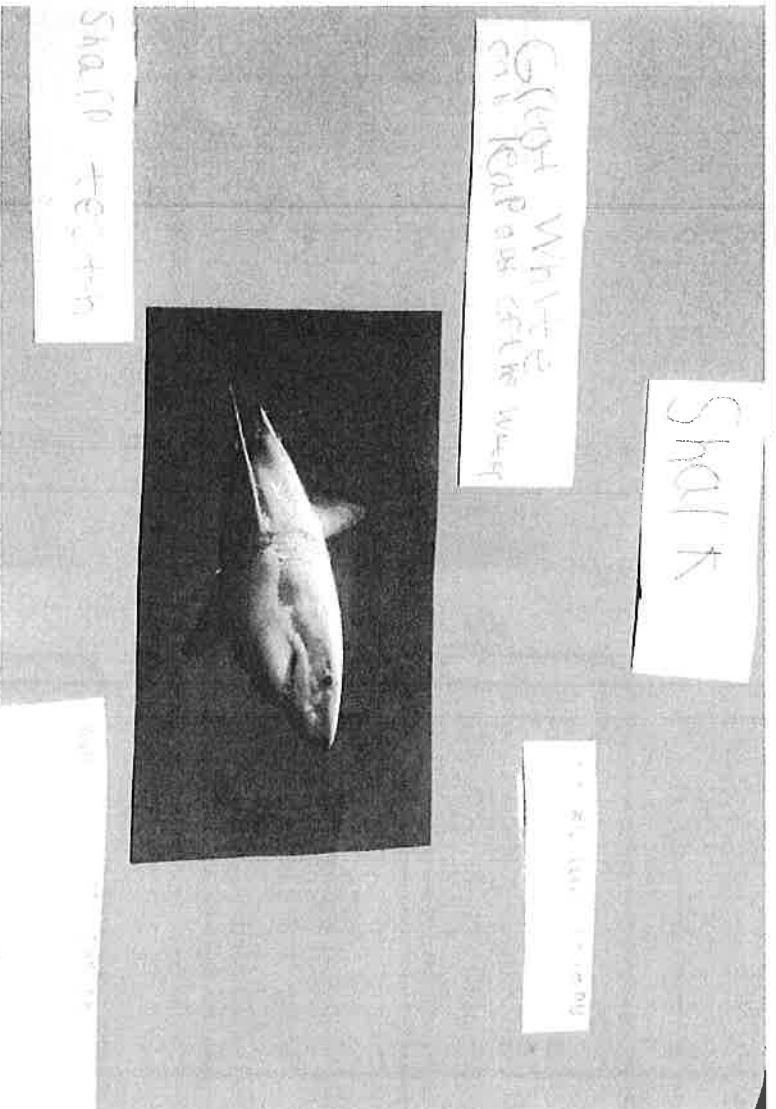
<< Great white sharks can leap out of the water.

Learner A read 'Great white sharks can leap out of the water.' She asked what leap meant and decided to add a fact in about sharks jumping out of the water.

Brings own knowledge to the reading or listening to different text. Was able to look at the appropriate section in order to identify the word 'fierce'.

Asks a question to clarify meaning. Uses this knowledge to add to the information and facts already found.

Benchmarks evidenced

•*Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes*

•*Reads from left to right and top to bottom.*

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•*Engages with texts read to them.*

•*Asks and answers questions about events and ideas in a text.*

•*Relates information and ideas from a text to personal experiences*

Glowy Writes
on reapion of the next

Shark

Shark +s. +n

Benchmarks evidenced

• *Reads from left to right and top to bottom.*

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• *Uses knowledge of sight vocabulary/tricky words to read familiar words in context.*

• *Reads aloud familiar texts with attention to simple punctuation.*

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Finds information in a text to learn new things.

Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

Is able to use tools for reading in order to read and find information. With support can use information to help understanding and can present facts in own words.

Continue to use all the information on the page to support understanding of the text. Continue to use knowledge of phonic patterns to read unfamiliar/topic words.

Assessment 4 – Robin Hood

Day 1: Draw a front cover for your book.

Day 2: Draw a character from the story

Was able to design a front cover using her own ideas. Could talk about the front cover and explained that she liked rainbows.

Front cover was unrelated to the text. Learner A encouraged to include ideas from the text in a front cover.

Was able to identify and draw a favourite character. Gave reasons for liking the character.

Reasons for liking character were mainly around appearance rather than events from the story.

- **Asks and answers questions about events and ideas in a text.**
- **Contributes to discussions about events, characters and ideas relevant to the text.**
- **Shares thoughts and feelings about stories and other texts in different ways.**

Assessment 4 – Robin Hood

Day 3: Word Hunt - Write down some naming words from the story
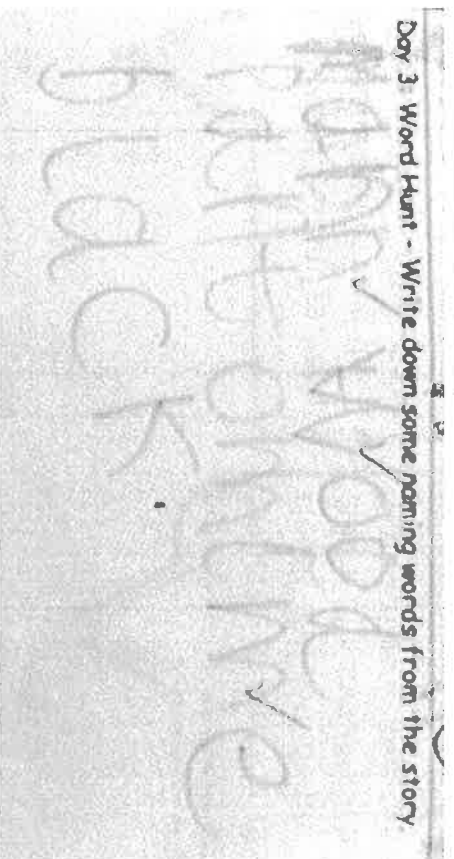
Listed 'black' as a naming word. Work on understanding and identifying describing words.

Able to read the story independently to identify naming words. Could find the words again in the text when asked.

Benchmarks evidenced

- Reads from left to right and top to bottom.
- Uses knowledge of sounds, letters and patterns to read words.
- Uses knowledge of sight vocabulary/tricky words to read familiar words in context.
- Reads aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts
- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Contributes to discussions about events, characters and ideas relevant to the text.
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Assessment 4 – Robin Hood
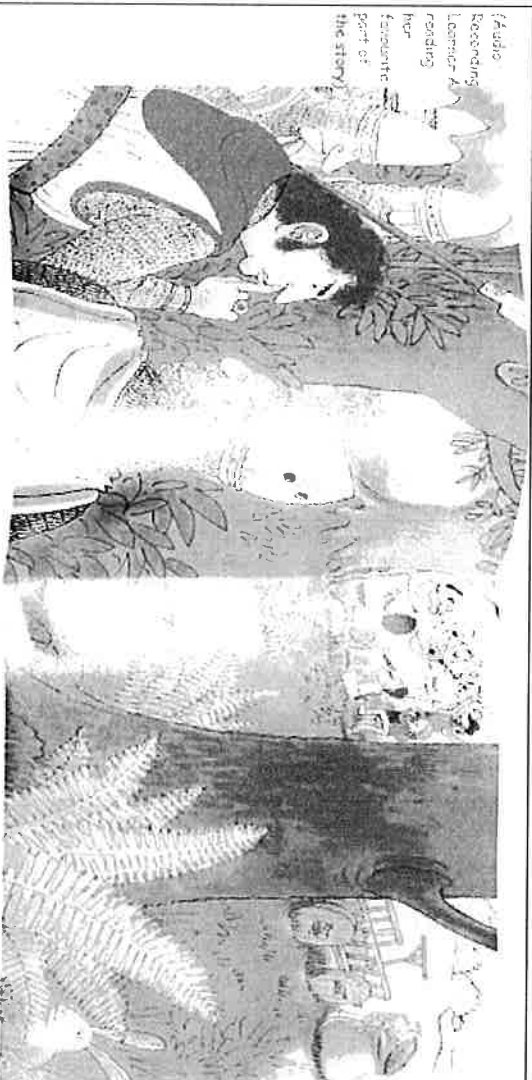
(Audio Recording: Learner A reading her favourite part of the story)

Learner A chose this part as her favourite part of the story.

"I like it because the baddies are trying to catch Robin Hood, Robin Hood's gang are eating chicken" (pointed to chicken leg in picture on P13)

Biff, Wilma and Anneena sang the song.
The song said everyone liked Robin but nobody liked the Sheriff. Robin Hood's men gave a cheer.

"What a good song!" said Robin Hood.
"Sing it to me again."
Kipper looked inside a big black pot.
Nobody saw the Sheriff coming.

Learner A read text accurately other than calling Anneena Nadim and missing 'black'.

12

Learner A read 'Nadim' rather than Anneena and missed the word 'black', however this did not affect meaning.

Learner A read aloud her favourite part of the story clearly and confidently. She was aware of punctuation and used appropriate expression and intonation. She could give reasons for choosing this part of the story.

Benchmarks evidenced

• Reads from left to right and top to bottom.
• Uses knowledge of sounds, letters and patterns to read words.
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• Uses context clues to support understanding of different texts

• Engages with texts read to them.
• Asks and answers questions about events and ideas in a text.
• Contributes to discussions about events, characters and ideas relevant to the text.
• Shares thoughts and feelings about stories and other texts in different ways.

Common words

Common words	
so	✓
very	✓
every	✓ ✓
two	✓ ✓
only	✓ ✓
over	offer ✓
any	✓ ✓
water	✓
many	manny
would	wold
should	shold
could	cold
where	✓
what	✓
who	✓
why	✓
find	✓
kind	✓

Initial and end blends

Initial and end blends	
grasp	✓
lost	✓ ✓
sing	✓
task	tasher tack
rift	✓ ✓
sped	✓ ✓
clip	✓
star	✓ ✓
tram	tarm
plan	✓
storm	✓
print	✓ ✓
blink	✓ ✓
twist	✓ ✓
swept	✓ ✓

Phonics sets

set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	(ck)
f	e	l	h	sh
r	j	v	y	w
th	z	ch	qu	x	(ng)	ng (as ing)

set 2

| ay | ee | igh | ow (oh) | oo | (ou) | oy | ir (ur) | Revisit Ou |

Revisit

ee	ea	oy	oi	ay	oy	igh	(i-e)
ow	(o-e)	ar (door)	oo	(u-e)			
	oa (aw, o-e)	ew (oo u-e)					

set 3

| oa (aw, o-e) | ir (ur) | ur | er | ou | ow | ai (ay a-e) |
| (aw) | | | | | | |

| ire | ure | } | not taught | yet |
| tion | tious | cious | | |

Knows most common/tricky words.

Mixed up 'ng' with 'ing' due to recent focus on ending 'ing' in class
Revisit would, could, should.
Revisit 'many, any'.
Continue focus on magic e.

(handwritten notes: Sounding as ing / Revisit Ou / Revisit magic e)

I feel that Learner A has clearly achieved Early Level. Having reviewed the evidence with colleagues, her portfolio shows breadth, challenge and application of learning across the range of organisers at Early Level with evidence of moving into 1st Level in some .