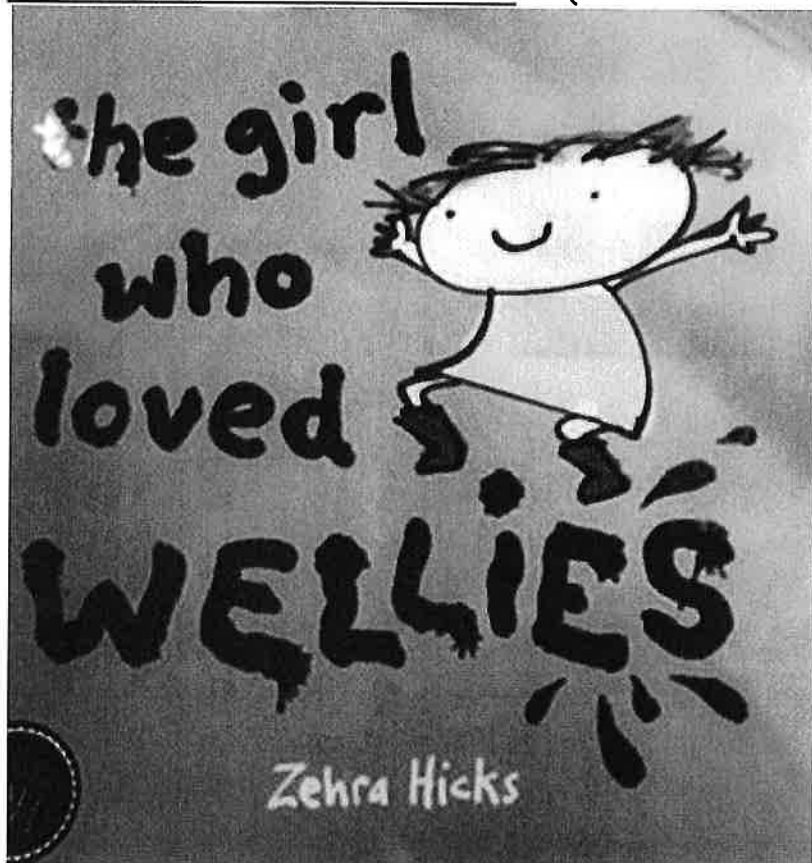


Early Reading - Assessment 1 (Shared Reading)

The Girl Who Loved Wellies - (Teacher observation/learner conversation)



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.'*

Teacher: *'What is the story about?'*

Learner A: *'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.'*

Teacher: *'What do you like most about the story?'*

Learner A: *'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.'*

(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.)

The Girl Who Loved Wellies by Zehra Hicks (Reading accuracy) Learner A

Molly loved wellies!

She loved them so much, she wore them all the time. In the bath.....on the bench.....even in bed.

She never took them off!

And no one could make her wear anything else.

One day, Molly had a big itch right in between her toes, just here.

She tried to scratch it, but she couldn't reach.

So she tried her umbrella...and the vacuum cleaner.

Even the dog tried to help. But the itch wouldn't go away. There was only one thing left to do....

Take the wellies OFF! Molly pulled and pulled and pulled.

EVERYBODY PULLED!

Pooey! Hello Toes!

Molly loved her new toes (so much)....that now she only wears flip-flops!

missed words.

Learner A

Knew story well as read it with parents at home.

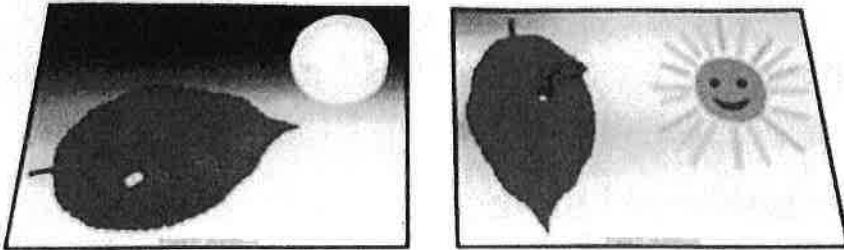
Words replaced with other appropriate words due to learner knowing/understanding the story.
(nobody/the helped) -

The Very Hungry Caterpillar

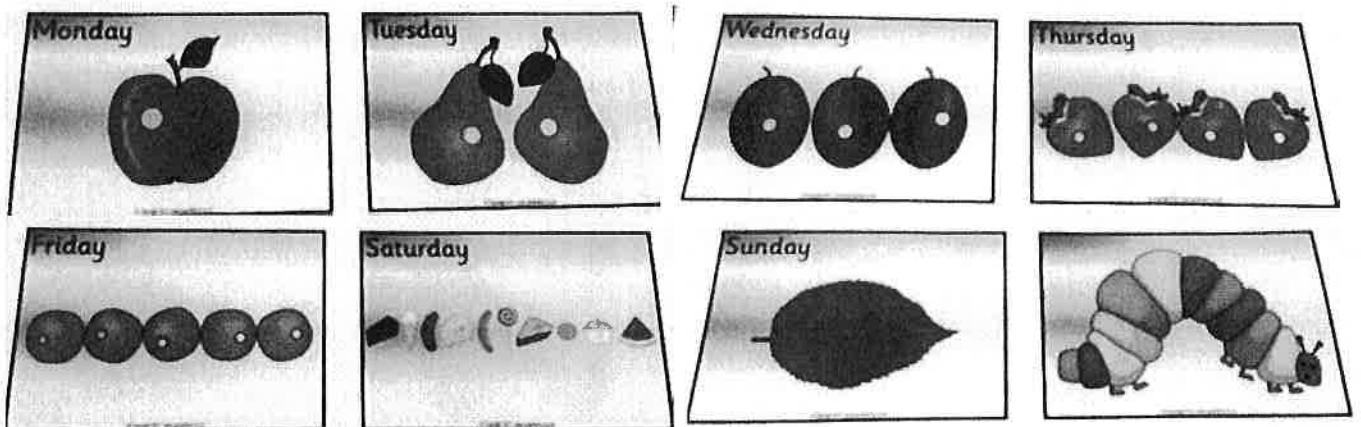
(Record of Teacher observation/learner conversation)

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.



When ordering the picture cards with a range of food on them, Learner A commented on her likes and dislikes: *'I like ice-cream and sausages. I don't like pickles!'*

Record - learned A reading aloud independently

SC = self corrects

P = prompted by adult for fluency

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.

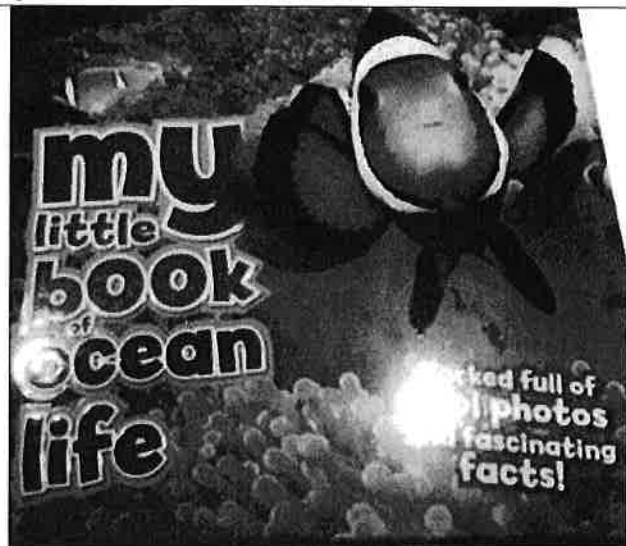
On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon.

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.

Early Level Reading Assessment 3: Ocean Life

(Teacher observation/learner conversation)



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.



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.



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.



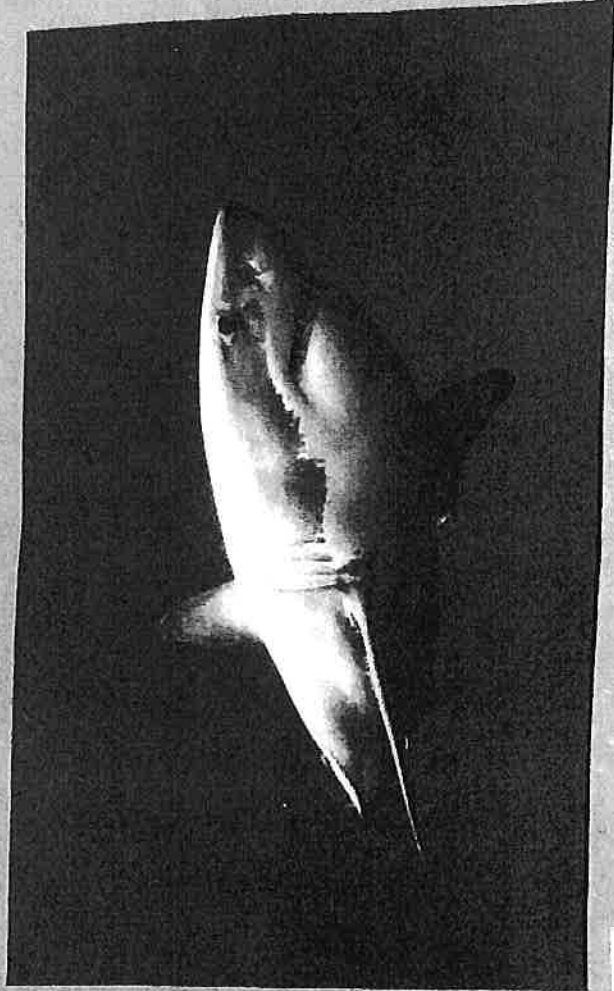
<< Great white sharks can leap out of the water.

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.

Shark

Sharks are $5 \rightarrow 10$ m

Great White
can leap out of the water



Sharp teeth

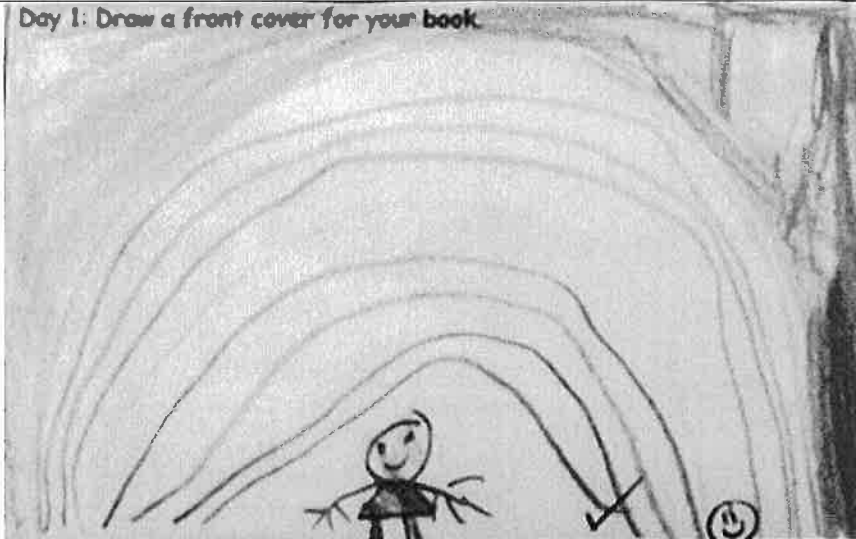

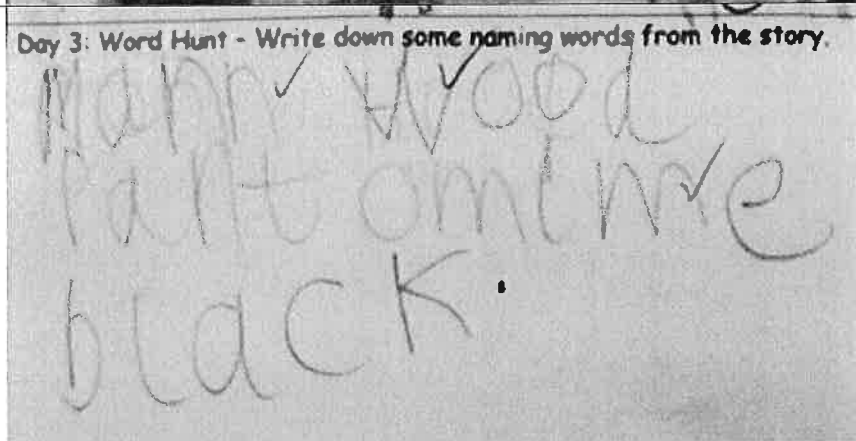
Shark teeth

Early Level Reading Assessment 4 – Learner Evidence

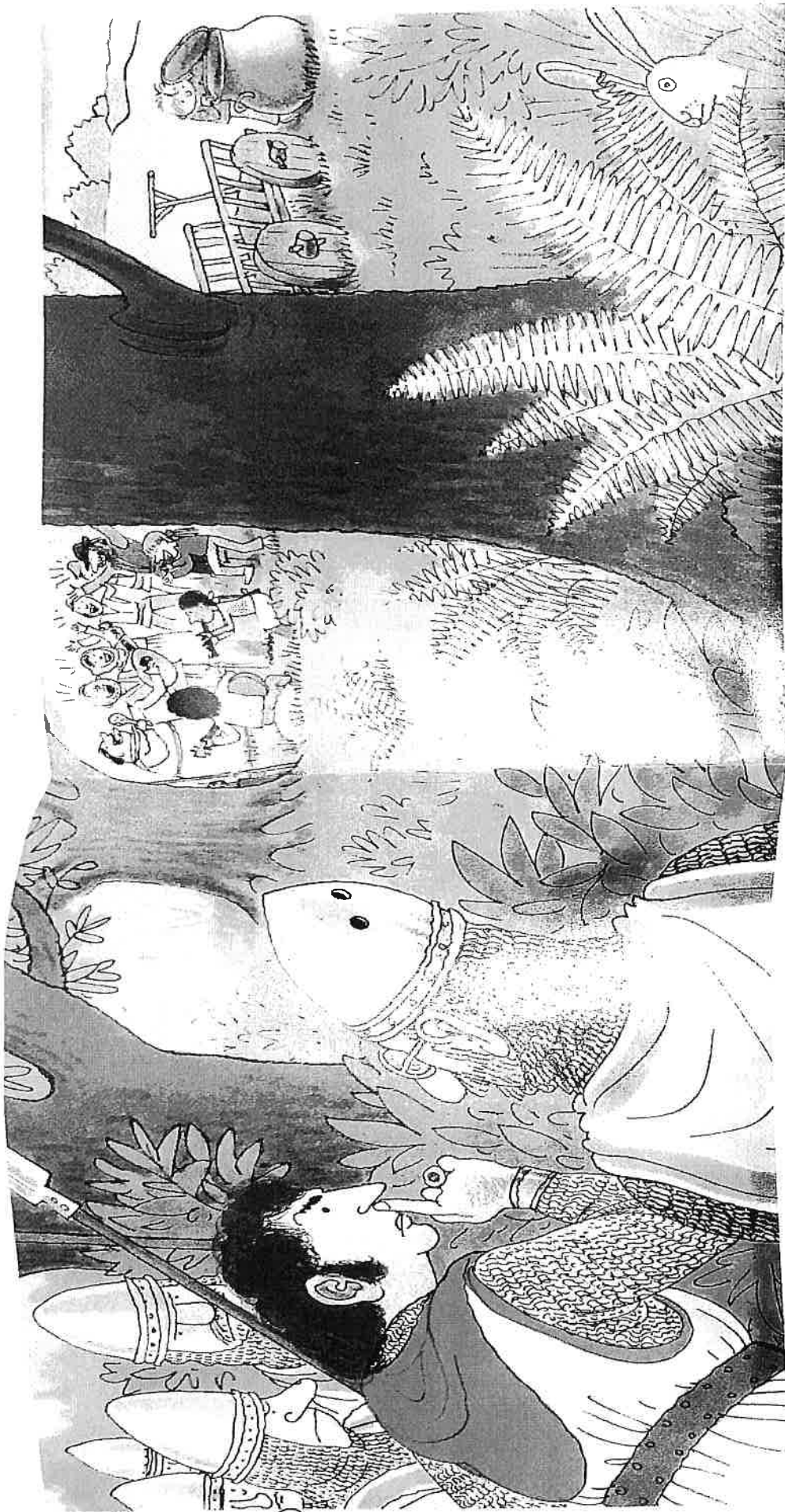
After reading the story 'Robin Hood' Learner A completed the following activities:

- Drawing a front cover for the book
- Drawing a favourite character
- Finding naming words in the text

The reading group shared their responses afterwards and took part in a discussion about the text.

Evidence from written task	Learner Conversation
<p>Day 1: Draw a front cover for your book.</p> 	<p><i>'I drew a rainbow because I like rainbows. I am standing underneath the rainbow.'</i></p> <p>(Learner A chose not to draw a front cover related to the story and instead chose to create a completely different design featuring herself)</p>
<p>Day 2: Draw a character from the story.</p> 	<p>Learner A chose to draw the character Biff.</p> <p><i>'I like Biff because she is pretty and she smiles. I like her hair.'</i></p>
<p>Day 3: Word Hunt - Write down some naming words from the story.</p> 	<p>Learner A found 3 naming words. She could point them out in the story. Group discussed the word black as is a describing rather than a naming word.</p>

(Audio
Recording
Learner A
reading
her
favourite
part of
the story)



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.

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
12 in picture on P13)

"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'.

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	✓
Total	13

set 1	m a s d t	Said 'ing' as 'ing'.
	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) nk	
set 2	ay ee igh ow (oh) oo (ou) oy ir (ur)	Revisit ou
set 3	ee ea oy oi ay (a-e) igh (i-e)	Revisit magic e.
	ow (o-e) or (door) oo (u-e)	
	(aw) ir (ur) ur er ou ow ai (ay a-e)	
	oa (ow, o-e) ew (oo u-e)	
	ire ure	} not taught yet
	tion tious cious	