

## Early Level Reading Assessments - Feedback and Next Steps

The following is a written summary of the verbal feedback given to Learner A.

### Assessment 1: Shared Reading (The Girl Who Loved Wellies)

#### **Strengths:**

You chose a book to share and you gave good reasons for liking the text

You shared the story with the class confidently - well done for reading the whole story yourself!

You read with great expression.

You included the class by asking a question about the book.

#### **Next steps:**

Can you tell the class how the story makes you feel?

Was there anything you disliked about the story?

#### **For additional challenge/extension:**

Can you retell the story in a different way?

Can you choose a different / new book from the box and explain what you like about the front cover?

### Assessment 2: The Hungry Caterpillar

#### **Strengths:**

You asked questions to help order the pictures correctly.

You shared your likes and dislikes about the food in the story.

You read the whole story very well on your own - well done!

You used what you know about sounds to read words you were unsure of.

You read with expression, using the punctuation marks to help you.

#### **Next steps:**

Remember to use all the clues in the book to help you read - pictures, thinking about what would make sense.

We will work on sight vocabulary/tricky words.

Can you retell the story in a different way?

### Assessment 3: Ocean Life

#### **Strengths:**

You were able to find a book which had information about sharks.  
You spoke about your own experiences seeing sharks at Deep Sea World.  
You used your knowledge of sounds to find key words.  
You were able to find 4 facts and you displayed them in your own layout.

#### **Next steps:**

Remember to use all the information on the page to help you (pictures, titles, labels, words in bold).  
Try to read around the words you are stuck on to see if you can work out what they might say.

### Assessment 4: Robin Hood

#### **Strengths:**

You were able to design your own front cover using your own ideas.  
You were able to talk about a character and you could say why you liked the character.  
You found three naming words - well done!

#### **Next steps:**

Try to think about the story the next time you design a front cover.  
Try to talk about what your favourite character did in the story.  
We will work on finding more describing words.  
We will work on asking each other questions about the story.

### Assessment 5: Phonics and Sight vocabulary

#### **Strengths:**

Well done, you read most of the words and sounds we have learned.  
You know most of your sounds and you are blending them well to read words.  
Well done for asking what one of the words meant (grasp).

#### **Next steps:**

We will practice 'would, could, should'  
We will practice magic e as this is new.  
Remember you have to read the whole word if it is a tricky word!

## Early Level Reading - Reporting Comment

Learner A enjoys choosing books to share and can talk about why she likes them. Learner A recently enjoyed sharing one of her favourite stories 'The Girl Who Loved Wellies' with the class and she confidently read the story aloud by herself! Learner A is aware of punctuation in texts and she uses this well to read for meaning. Learner A is able to use a range of context cues when reading, for example looking at the pictures, reading around the word she is stuck on and thinking about what would make sense. She knows her sounds well and is able to blend them in order to read words she is less familiar with. Learner A has done well with learning tricky words and with encouragement is beginning to build up a good sight vocabulary of these words. Learner A enjoyed finding out about sharks at the start of our Ocean Life topic. She was able to find some simple facts from a book and displayed these in her own way. Learner A enjoys reading group times and takes part well in discussions. She is able to share her likes and dislikes and reads aloud confidently.

### **Next Steps and Supporting Learning at Home:**

- Continue working on asking and answering questions about texts
- Continue to use information texts to find out about topics of interest
- Continue to read for enjoyment (maybe try one of the books someone else recommended when we shared our favourites!)
- Keep practising sounds and tricky words (especially would, could, should)

