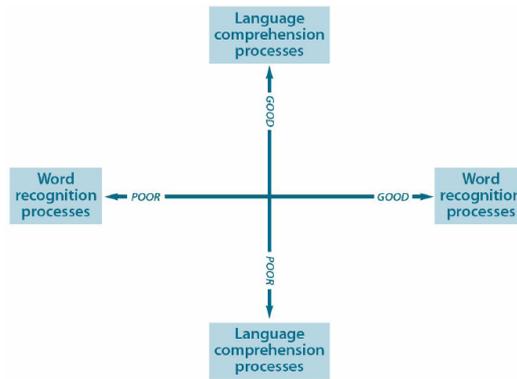


Assessing Reading at GLPNS

The teaching of reading at Green Lane adheres to the 'simple view of reading' model which identifies two components of reading: 'word recognition and fluency' and 'language comprehension', both of which are essential to developing fluent and effective reading, and both of which require specific kinds of teaching.



We recognise that effective readers must be able to shine in both components when reading a text to achieve their fullest 'illumination'. To that end, both components are taught and assessed explicitly in school.

Each term our pupils in Years 1 to 6 are assessed against specific reading skills which are set out in our school key performance indicators which are sent home.

Although fluency is equally important, the majority of these skills focus on developing comprehension.

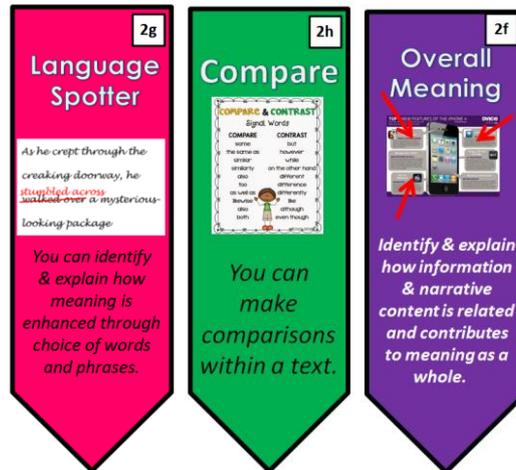
Each comprehension key performance indicator falls under the one of the following umbrella skills:

Key One Skills:

<p>2a</p> <h3>Define</h3>  <p>What Does That Word Mean?</p> <p>definition n. V. The teacher gave de of the new words. of an image (pict</p> <p>You can give or explain the meaning of words.</p>	<p>2b</p> <h3>Find</h3>  <p>You can retrieve and record information. You can identify key details from fiction and non-fiction.</p>	<p>2c</p> <h3>Summarise</h3> <p>SUMmarise It Shorter than the text Use your own words Main ideas only</p> <p>You can summarise main ideas from more than one paragraph in your own words.</p>	<p>2d</p> <h3>Infer</h3>  <p>You are able to read between the lines to make inferences and explain and justify inferences with evidence from the text.</p>	<p>2e</p> <h3>Predict</h3>  <p>You can predict what might happen.</p>
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Reading feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds.

Additional Key Stage 2 Skills include:



The skills that the children need to use remain very similar throughout key stage 2. However, children are encouraged to broaden and deepen these skills by applying them to a wider range of texts that increase in complexity as they move through the school.

Example questions which have been organised into the key umbrella skills are available on the school website to support parents with developing comprehension skills at home.

When making termly assessments, teachers use a range of sources of evidence to base their judgements on, including:

- Mock phonics screenings and sight word recognition assessments
- Outcomes in Literacy lessons with a reading focus
- Contributions to oral discussions during guided reading or whole class reading sessions
- 1 to 1 reading sessions completed in school with pupils who may still be working on developing fluency
- Scores in termly comprehension practise papers

Judgements from Year 1 upwards are made are not based on the home reading scheme. Rather than a tool for assessment, the schemes that we invest in are our way of working collaboratively with parents to provide access to a progressive series of books that allow for opportunities to practise reading and to help take the guess work out of picking an appropriately accessible book.