

ST JUST PRIMARY SCHOOL ASSESSMENT IN Reading

Prior Learning

Assess previous knowledge and key concepts that will allow new learning to take place.

Start of a lesson

Informal assessment will take place at the beginning of each lesson, in order to ascertain prior knowledge and its recall. The teacher will begin by discussing the text type and what we expect to see and how we may identify it. The teacher will introduce new / key vocabulary required for the lesson to establish outset knowledge.

Input of the lesson

Assess pupils' understanding through questioning and feedback, cold calling, show me boards and whole class discussions.

Teacher to model the use of specific skills using the relevant vocabulary. Teacher to use questioning to ensure understanding.

During independent practice

Oracy of spoken answers or during small group/paired discussions, possibly recorded on iPads in years 5/6.

- Observation of written activities
- Observation of listening activities and reading tasks

End of the lesson

Review the end of the session through questioning and discussion. Encouragement to reflect on what they have read, how they have been successful in their comprehension and what strategies they have learned that will help them to be successful next time.

End of Unit Assessments

- At the end of each novel study, pupils will reflect on the themes of the whole text and new vocabulary they have learned.
- Pupils will complete Reading NFER assessments periodically inline with the school assessment timetable.
- Years 2 and 6 will complete past Reading SATs papers throughout the year and the end of Keystage SATs in the summer term.

COLD CALLING



SHOW-ME BOARDS



THINK, PAIR, SHARE



PROBING QUESTIONS



PROCESS QUESTIONS



Other Assessment opportunities

Working with other reading leads within the hub and wider trust.

Working with secondary English teachers from Cape Cornwall to assess readiness for KS3

