Word Reading	Phonic Knowledge	Comprehension
•Read familiar words independently. •Mistakes "was" with "saw." •Sight read ‘’(insert non decodable/tricky words) • Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary.	•Recognised / / (list graphemes i.e a-e, ou) •Did not recognise // (list graphemes i.e a-e, ou) •Sounding out and blending successfully. •Missing beginning/ end phonemes. •Recongised or commented on an alternative spelling/ grapheme ie y for /igh/ or /ee/ •Confused "b" and "d" sounds at the beginning of the word "dig" but selfcorrected when read within the context of the sentence.	• Read familiar words independently. • Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary.
Expression	Engagement	Errors
• Read with fluency and expression. • Read one word at a time. • Did not take full stops / exclamation marks / question marks into account when reading. • Was able to take into account “ ”. • Was not able to take into account “ ”.	• Enjoyed reading this book a lot. • Not engaged in this book. • Struggled to concentrate on this text.	• Self-corrected own errors independently. • Struggled to self-correct errors. • Did not attempt to selfcorrect errors.
Support	Genre	
• Found this book hard to read independently. • Able to read this book with some help. • Able to read this book with lots of help. • Able to read this book independently.	• Able to identify the type of text (fairytale, story, information etc). • Struggled to identify the type of text or purpose of the text. • Could use the glossary / contents / index pages appropriately. • Found it difficult to use the glossary / contents / index pages.	