Reading Assessment Model

How do we know and ensure that children make progress in **Reading?**

Termly summative reading comprehension assessments (in Years 1-6) inform teachers how their pupils are performing in relation to the age-related expectation. Gaps are identified to inform future planning and learning.

In whole-class reading lessons, there is **high emphasis on paired and independent reading**.

Teachers listen to pupils as they practise reading to identify specific areas for development (accuracy, automaticity and prosody) and provide timely feedback, leading to improvement.

Teachers ask **carefully planned questions** at key points within the text they are reading to gauge and develop children's understanding of the content and provide in the moment practice of interwoven comprehension skills. Paired discussion provides the opportunity for teachers to formatively assess pupils' understanding and further challenge their thinking.

Teachers plan key 'stopping points' in the text to check pupils' understanding of what is read, encouraging pupils to answer **written questions** that will prepare them for showing their understanding in summative reading assessments.

Where pupils have been identified as achieving below the age-related expectation, **diagnostic assessment approaches** take place to identify the specific barrier to reading (e.g. phonics, fluency or comprehension).

Frequent **monitoring of children's reading diaries** enable teachers to identify pupils who may require further reading practice in school to close or prevent emerging gaps.