Albert Pritchard Infant and Wood Green Junior Federated Schools

1:1 Reading Record Sheet - EYFS

Name:

Year Group:

Book Band Progression

Black - Nursery	Pink - Rec End A1	Red - Rec End A2	Yellow - Rec End Sp2	Blue - Rec End Su2	Green - Y1 End A2	Orange - Y1 End Sp2	Turquoise - Y1 End Su2	Purple - Y2 End A2	Gold - Y2 End Sp2	White - Y2 End Su2

Lime - Y3 End A2	Garnet - Y3 End Sp2	Silver - Y4 End Sp2	Sapphire - Y5 End Sp2	Ruby - Y6 End Sp2	FREE - Y6 End Su2

Concepts About Print – EYFS – Key Questions

Orientation or layout of text/ Front of book	Print, not pictures, carries the message	Direction of print	Page sequencing	Difference between letter and word	Return Sweep	One-to-One Correspondence	Punctuation
Where is the front of the book? Where is the back of the book? Open the book to where the story begins.	Show me the picture. Describe and discuss details of the picture. Show me the words.	Show me where to start reading. Show me with your finger. Point to the first word, read it Where do I read after this?	Point to the last word on the left page and ask: Where do I read after this?	Show me one letter. Show me one word. Show me the first letter in a word. Show me the last letter in a word.	Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last word ask: "Where do I read after this?"	Point to each word as I read this line. Does the child follow and match text as you read?	Point to the full stop, do you know what this is? If so, ask: What is this for?

Depth of Learning - Comprehension

#1 Shallow	#2 Expected Depth	#3 Deeper learner	#4 Deepest learner	
Literal Comprehension	**Reorganisation**	**Inferential Comprehension**	**Evaluation**	**Appreciation**
Locate facts, ideas, particular information, a sequence of events, similarities or differences, characteristics of a person, etc., that are explicitly stated in the passage. For example: What is the boy's name? Who was the taller, Susan or John? What are mammals? Which is the tallest animal? What is the capital city of Wales?	Analyse, synthesise and/or organise the ideas or information that is explicitly stated in the passage (i.e. to do something with it). For example: • classifying – placing people, things, places and/or events into categories • summarising – condensing the content of the passage, using direct quotation or paraphrased statements • synthesising – bringing together ideas or information from more than one source/section of the passage	Use the ideas and information in the passage, intuition and personal experience as the basis for making conjectures or hypotheses; to read between and beyond the lines. For example: • What kind of a place is St Lucia? • What do you think will happen next? • What is the writer's point of view? • What is the writer's purpose? • How would the boy behave if he were in a different place/time/situation? • Why does the writer use the word…?	Requires a learner to make a judgement based either on the passage alone and/or on the learner's prior knowledge and experience. For example: • Does this make sense? • Is the information accurate? Does it agree with what you have found out from other sources? • Could this really happen? • Does the boy behave in an appropriate way? • Is the character right or wrong to act as she/he does in view of the situation described?	Requires an emotional and/or analytical and/or aesthetic response from the learner to the content and style of the passage. For example: -How did the passage make you feel? • Which words were most effective? • Which description did you find most life like/ frightening/ effective?

Date	Title	Book Band	F/NF/P	Comments focused on progress towards above areas (Direct quotes from the child)	Initial

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