Albert Pritchard Infant and Wood Green Junior Federated Schools

Reading Records – EYFS

Working At the Expected Standard - EYFS

Name:

The pupil can: Early Learning Goal - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

The pupil can:

- Follow print with eyes, finger pointing only at points of difficulty.
- Take more note of punctuation to support the use of grammar and oral language rhythms.
- Cross-check all sources of information more quickly whilst reading.

In a book closely matched to the GPCs as above, the pupil can:

- Note familiar words and phonemes and use these to get to unknown words
- Search for information in print to predict, confirm or attempt new words whilst reading

In discussion with the teacher, the pupil can:

- Notice relationships between one text and another
- Recall some simple points from texts and make some reference to pages or sections ***Q. Who/What is this book about?***
- Make meaning from a text which may include some simple inferences and comments or questions about particular parts of text. ***Q. Where is the story set?***
- Show some awareness of the meaning of simple text features ***Q. Does the book have a contents page? What is this for?***
- Comment on obvious language features ***Q. What does the word ___ mean? Why do you think the author has used that word?***
- Make simple comments about likes and dislikes ***Q. What is your favourite part? What have you learnt from this book?***
- Talk about a few basic features of well known texts and begin to make links to other well known texts. ***Q. Do you any other stories like this one? Have you read any other books like this one?***

Book bands for children who are WORKING AT EYFS Expected Standard		Date child started book band	Staff initials
YELLOW	Oxford Stage 3		
BLUE	Oxford Stage 4		

Date	Title	Band	Observations linked to the 'I can' statements above (include quotes from the child)	Staff initials

Date	Title	Band	Observations linked to the ‘I can’ statements above (include quotes from the child)	Staff initials

Albert Pritchard Infant and Wood Green Junior Federated Schools

Reading Records – EYFS

Working Towards the Expected Standard - EYFS

Name:

The pupil can:

- Locate title
- Open front cover
- Turn pages appropriately
- Consolidate secure control of 1:1 matching on a wide range of texts

In a book closely matched to the GPCs as above, the pupil can:

- Match spoken word to written word (1:1 correspondence)
- Use a few known words to check own reading
- Read simple CVC words in the text from left to right
- Use known words to check and confirm reading
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax ie. Does it make sense and sound right?
- Start to read more rhythmically or use phrasing whilst maintaining track of reprint
- Repeat words, phrases or sentences to check, confirm or modify own reading

In discussion with the teacher, the pupil can:

- Understand that the left pages come before the right
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline and some letters to read simple text
- Recall some simple points from texts and make some reference to pages or sections. **Q. What is the story about?**
- Make meaning from a text which may include some simple inferences and comments or questions about particular parts of text. **Q. How is ___ feeling?**
- Show some awareness of the meaning of simple text features. **Q. How can I find out who the author is?**
- Comment on obvious language features **Q. What does the word ___ mean? Why do you think the author has used that word?**
- Make simple comments about likes and dislikes. **Q. What do you like about this book?**
- Talk about a few basic features of well known texts and begin to make links to other well known texts. **Q. Do you any other stories like this one?**

Book bands for children who are WORKING TOWARDS EYFS Expected Standard		Date child started book band	Staff initials
PINK	Emerging – Oxford Stage 1+		
RED	Emerging – Oxford Stage 2		

Date	Title	Band	Observations linked to the 'I can' statements above (include quotes from the child)	Staff initials

Date	Title	Band	Observations linked to the ‘I can’ statements above (include quotes from the child)	Staff initials