

Reception Reading Assessment Records



Ages & Stages	Outcomes	Date	Date	Date
22-36 months	Has some favourite stories, rhymes, songs, poems or jingles			
	Repeats words or phrases from familiar stories			
	Fills in the missing word or phrase in a known rhyme, story or game			
30-50 months	Enjoys rhyming and rhythmic activities			
	Shows awareness of rhyme and alliteration			
	Recognises rhythm in spoken word			
	Listens to and joins in with stories and poems one-to-one and in small groups			
	Joins in with repeated refrains and anticipates key events and phrases in rhythm and stories			
	Beginning to be aware of the way stories are structured			
	Suggests how the story might end			
	Listens to stories with increasing attention and recall			
	Describes main story settings, events and principal characters			
	Shows interest in illustrations and print in books and print in the environment			
	Recognises familiar words and signs such as own name and advertising logos			
	Looks at books independently			
	Handles books carefully			
	Knows information can be relayed in the form of print			
Knows that print carries meaning and, in English, is read from left to right and top to bottom				
40-60 months	Continues a rhyming string			
	Hears and says the initial sound in words			
	Can segment the sound in simple words and blend them together and knows which letter represents some of them			
	Links sounds to letters, naming and sounding the letters of the alphabet			
	Begins to read words and simple sentences			
	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books			
	Knows that information can be retrieved from books and computers			
ELG	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			

Exceeding	Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words			
	They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.			
	They can describe the main events in the simple stories they have read			