

Reading Sample Key Stage 1 (reading in English and/or other community languages)
to include reading aloud and reading silently

Date			
Title of book/text W Well known F Fiction K Known P Poetry, rhymes U Unknown I Information T Teacher chosen C Child chosen			
Sampling procedure used: RR Running Record M Miscue Analysis I Informal (Individual/group)			
Overall impression of child's reading <ul style="list-style-type: none"> • degree of confidence and independence • way in which the child read the text aloud (eg fluency, expression) • choice of text 			
Strategies used when reading the text aloud: <ul style="list-style-type: none"> • drawing on previous experience • using book language • reading the pictures • using tunes and patterns of text • focusing on print: (directionality, 1:1 correspondence, recognition of certain words) • using semantic/ syntactic/ grapho-phonics cues • using analogy • predicting • self-correcting • using several strategies or overdependent on one • using strategies appropriate to this particular text (eg information text) 			
*Response, understanding and analysis How far the child is able to: <ul style="list-style-type: none"> • make links with personal experience and other texts, indicating preferences • explore literary meanings eg retell, predict, read pictures/diagrams • understand beyond the literal, reflect on wider meanings • discuss patterns and features of texts 			
Child's self-assessment and learning aims			
Plan the next steps for this child as a reader (eg developing confidence, strategies, range of texts, response and understanding)	<p><i>*Use the points as a guide. Comment on those relevant to the child, text and reading context</i></p>		<p>© CLPE 1998</p>