

We use a range of evidence to inform the assessment of reading at Cavendish Close Junior Academy. The simple view of reading (Gough and Tunmer 1986) demonstrates that reading has two basic components: word recognition (decoding) and language comprehension.

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

We understand that strong reading comprehension cannot occur unless children can decode expertly; therefore, we prioritise the diagnostic assessment of phonics on entry into year 3. We also recognise the importance of children being taught explicit language comprehension skills in order to be able to fully comprehend texts.

Through our reading curriculum offer, we are able to assess both decoding and language comprehension skills on a regular basis. Using a range of formative and summative assessment information, we are then able to reach informed reading judgements.

Here is a list of the assessment information we use to to inform the teaching of reading:

- PiRa termly assessment years 3-5
- Statutory testing with mock papers year 6
- Termly target tracker data input
- Question level analysis from pira/SATs papers
- Pupil Progress Meetings – individual pupils and class data
- Phonics termly assessments, where applicable
- Formative assessment within reciprocal reading sessions
- Use of Birmingham SEND Toolkit for pupils working at least 2 years below their actual age
- Written outcomes in reciprocal reading/comprehension marked by staff, self or peer in reading sessions
- Targeted verbal feedback
- 'Super 7' intervention baseline and end of unit assessment
- Tracking 1:1 reading with parents/ school staff via individual reading diaries
- Termly star reading test/ early star reading test
- Tracking of star reading impact
- Tracking of Accelerated Reader quiz results and engagement
- Tracking of Myon engagement