

Assessment guidance

Entry Assessment

The Entry Assessment should only be used by schools who are new to *Read Write Inc. Phonics*. It is designed so you can group children into broad Speeds Sounds groups for the first four weeks of teaching *Read Write Inc. Phonics*. Assess all children in the school who have not yet met end of Key Stage 1 National Curriculum expectations for reading. (Scotland: First Level; Northern Ireland: Level 2; Wales: Foundation Phase.)

Please see the *Reading Leader Handbook* (pp.64-71) for the Entry Assessment guidance.

Purpose of the Read Write Inc. Phonics Assessment 1 and 2

For each child, you will check:

1. the number of sounds they can read
2. their ability to read these sounds in real and nonsense words
3. their speed of word reading
4. their ability to read a passage at a pace that should allow comprehension.

How to assess each child

- Ask the child to read Assessment 1 or 2.
- Start each section of the assessment at the point where the child is currently working.
- If the child struggles at the entry point, go back to a previous box.
- Use a masking card to cover the sounds and words below those being read.
- If the child is new to your school, start from the beginning of Assessment 1 or 2.

Teacher Assessment Model Sheet

- Only use the Teacher Assessment Model Sheet if necessary, i.e. to build confidence or if the child is new to the assessment process.
- Use the appropriate sounds or words on the Teacher Assessment Model Sheet to show the child what you would like them to do.
- For the Comprehension Group words ('compliment' and 'poisonous'), show how you chunk the word, e.g. root word and suffix, syllables, or looking for the 'Special friends'.

Individual Assessment Record

- Use a new individual record each half-term to track each child's progress.
- Highlight the words and sounds the child reads **incorrectly**.
- Record the total number of sounds read correctly and the cumulative total in the Sound Knowledge boxes.

For the fluency passages:

- Record the words read at one minute (wpm).
- Tally the errors as the child reads. However, do not count self-corrections as errors.
- Add any useful information to the comment box to support teaching.

Grouping the children – from week five

Use the assessment teacher key at the end of the assessment to place children in an appropriate group on the Grouping grid (search online for ‘Grouping grid from week five’). You will also need to track the child’s progress on the Assessment Tracker. To do this, write the child’s name and date of assessment on the Assessment tracker (search online for ‘Assessment tracker’).

Assessment teacher key

- Column 1 shows you the group name to place children in if they meet the criteria in column 2.
- Column 2 shows you what the child should know in order to place them in a group. To be placed in a group the child must meet the criteria in the last box and the boxes before that.
- Column 3 once grouped, this shows you the Speeds Sounds to teach and review, and the Storybook and *Get Writing!* Book to teach.

Instructions for each part of Assessment 1 and 2

Sound Knowledge

- Ask the child to read the sounds.
- Remind the child not to use letter names.
- Start the assessment from the point specified in the grid below.
- Continue to assess sound knowledge as far as the child has been taught.

Starting point for assessing Sound Knowledge

Current group after Entry Assessment	Sound Knowledge assessment starting point
Set 1 sounds group A, B or C	Set 1 single letter sounds
Set 1 sounds independent blending	Set 1 single letter sounds
Set 2 sounds group	Set 1 Special Friends
Set 3 sounds starter group	Set 2
Set 3 sounds advanced group	Set 3

Current group for Assessment 1 and 2	Sound Knowledge assessment starting point
Set 1 sounds group A, B or C	Set 1 single letter sounds
Ditty and Red	Set 1 single letter sounds
Green and Purple	Set 1 Special Friends
Pink and Orange	Set 2
Yellow	Set 3
Blue and Grey	Set 3

Oral blending (Set 1 Sounds Group C)

- Do not show the child the words.
- Ask the child to look at you as you say the sounds very clearly, e.g. d-u-g.
- Ask the child to say the sounds and the word.

Reading words using ‘Special Friends, Fred Talk’

- Ask the child to read each word.
- Prompt the child to read the ‘Special friends’ (where applicable) and Fred Talk to read the word.
- Remind the child that the words next to the alien are nonsense words.
- Use the grid below to help you decide which words the child will read.

Sound knowledge assessed	Corresponding words
Set 1 single letter sounds	Oral blending (see instructions above) and Ditty group words
Set 1 Special friends	Red to Purple group words
Set 2	Pink to Yellow group words
Set 3	Blue to Comprehension group words

Speedy reading

- Ask the child to read the words speedily.
- Assess speedy reading words from the group where the child is currently working. Note: If the child is currently working at Green, ask the child to read the Purple group speedy reading words (there are no Speedy reading words before Purple).
- Stop the speedy reading assessment when the child can no longer read the words without Fred Talk.

Fluency Passages

Before the child starts to read, you may want to:

1. Provide a quick introduction to the story including the names and any trickier words in the passage. See Introductions to Fluency Passages below.

Then:

2. Ask the child to read the passage. Time one minute.
3. Count the words read at one minute (wpm).
4. Assess fluency from the group where the child is currently working. Note: If the child is currently working at Yellow, ask the child to read the Blue group fluency passage.
5. If the child reads the first passage slower than the stated words per minute, do not ask them to read the next passage.

Introductions to Fluency Passages

Assessment 1

- **Blue group**

Have you read *Do we have to keep it?*

I am going to ask you to read a passage from this story. Dan doesn't really like the new baby. He doesn't like how it wees on his cool combat trousers and gets cleaned with a flannel when it's sick. He doesn't like how it gets the sloppy kisses and pushed around in its buggy. Let's read it...

- **Grey group**

Have you read *Jellybean?*

I would like you to read a passage from this story. A child begs their mum for a pet. Will it be a weasel? Or an elephant with creased, grey skin (that would be a bit of a squash!)? Let's find out what pet they get.

- **Comprehension group**

This passage comes from a story called *Chicken-Licken*.

Chicken-Licken warned Hen-Len and Duck-Luck that the sky fell down! Read the passage and let's find out if it did...

Assessment 2

- **Blue group**

Have you read the story *Robin Hood?*

Robin Hood went hunting. He met a man called John on a bridge who would not let him get past. John and Robin agreed to fight with sticks. Let's read.

- **Grey group**

Have you read *The hole in the hill?*

This is the story of the Pied Piper—a man with a magical pipe. The King (in his crimson robe) gave him gold to get rid of the rats. Let's find out what the Pied Piper did.

- **Comprehension group**

This is the story of Anansi—a spider. There were four bananas and five spiders in his family. Let's find out if Anansi will have any bananas.

Assessment tracker on the *Read Write Inc. Phonics Online* subscription on Oxford Owl

Write each child's name on the assessment tracker and then add the date of each assessment. Use the document to track individual pupil progress through the *Read Write Inc. Phonics* programme. It will help you to identify children whose progress has stalled and children who need more support through daily one-to-one tutoring.

RMT School Portal data grids

Add your assessment data to the Phonics and Sounds trackers on the RMT School Portal. The data grids will provide an overview of how many children in each year group are working below, at or above expected levels of reading progress.

Digital assessment

From the academic year 2023/24, schools with the RMT Online Subscription will use a comprehensive online assessment system.

Every half-term, children can complete the assessment online. The system will then analyse the assessment results to:

- group the children into progress groups;
- generate assessment trackers to track individual progress through the Storybook levels;
- analyse the sounds gaps for each child to inform daily teaching;
- provide an overview of the number of children in each year group who are meeting, exceeding or working below the half-termly expectations of progress for sounds and Storybooks;
- identify the children who need one-to-one tutoring.