

## How do you assess my child in reading?

We are committed to understanding the 'whole child' as a reader, and therefore, our assessment of your child can take many forms. All of this information will be used to come to a judgement about your child's progress and attainment.

We continue to assess your child's attainment and progress using the **National Curriculum's** 'content domains': *author choice, vocabulary, compare, contrast and comment, retrieval, inference, summary and prediction*

In Key Stage 2, our **Guided Reading** sessions support the children's reading **comprehension**. This is where our teachers will find out how well your child is understanding the skills of retrieval and inference, and can use these to make meaning in the text. Sessions are usually pacy with short written whiteboard responses and lots of discussion.

Our new **Star Reading** system is an addition to our reading assessment processes and not the only way that we assess your child. Each child will sit a short assessment on the laptop that adapts to their ability. Working alongside whole class teaching, 1:1 reading and group interventions, Star Reading provides us with an even more detailed understanding of your child's fluency and comprehension. The reports reiterate the balance between teacher judgement and the outcomes of the test:

*X's Star Reading scaled score suggest these skills from Renaissance Reading Learning Progression for the English National Curriculum would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing a program.*

Our **Book Banter** sessions are also an informal assessment of your child as we can use this time to understand their reading habits, preferences and attitudes. This is the time when our teachers can discover the other side of your child's reading identity that a test could never show.

Reading is a complex process for our children and there are many areas to assess. Through **1:1 reading, group work, formal assessments and book talk**, we are able to make up a picture of your child as a reader.

## Why has my child's reading book level changed?

Your child may have come home with a new reading book which is slightly lower or higher than they were previously banded. The Star Reading Assessment offers a very comprehensive breakdown of your child's outcomes, which when used alongside our knowledge of your child as a reader, it can reveal areas of weakness or particular strengths, and this will have informed their reading book level. We have found that using this new way of assessing has opened up many more professional conversations around children's reading when we are investigating the outcomes.

As teachers begin to move children over to the updated stock, we also expect there to be some 'teething' problems in this process, and I would encourage you to get in touch with your child's class teacher for a professional dialogue concerning your child's reading progress.

## What else do you do to support my child?

We are dedicated to prioritising and celebrating reading. The school day is filled with many opportunities for reading, from Guided Reading, and reading the class book aloud, to reading interventions and story assemblies. Our formative (ongoing) and summative (a formal test or snapshot) assessments support us in continually adjusting the provision for our children. This could be increased 1:1 reading with an adult, a focused group intervention, a phonics catch-up group, or in-class strategies such as questioning and grouping.

## Why has the book system changed now?

The new addition to our reading assessment system – Star Reading Assessment – has been trialled in Key Stage 2 since September, and we have been continually reviewing the barriers and successes of this assessment system. The restocking and labelling of books to align with the Lexile system has been a lengthy process, but we have now found ourselves in a position to move over at this mid-point in the year.

## How is the new Lexile system better for my child?

The Lexile system works similarly to Book Banding, with children being matched to a group of texts suitable to their ability. Previously, our children became Free Readers after Band 11. Our readers at this point still need support in navigating the world of books available to them, so we felt that, just like other schools use Accelerated Reader or Book Bands to Band 15 and beyond, we should continue to support our readers at all levels. With Star Reading providing us with a Lexile measure, we are able to use this alongside our professional judgement to match your child. We want to ensure that your child's reading fluency and comprehension is nurtured, and by matching them to a range of texts, we know that they are able to practise reading independently with a text that is suited to them. To drive our love of reading, we ensure they children have access to a wide choice of books within their Lexile range and their Sharing Books, both of which can be taken home.



FAQs

## What is a Lexile measure?



## Are the new Lexile levels equivalent to the banded books?

There is not a clear-cut equivalence between Lexiles and Book Bands as they are assessed using different criteria. With Book Bands, titles can vary grading from publisher to publisher; however, Lexiles are assigned against a set criteria, and there are over 100 million books and texts worldwide that have been measured this way. Both systems have their pros and cons, but when any system is used alongside teachers' professional judgement, we should be able to come to a well-informed judgement about your child's reading ability.