**Assessment in Phonics and Early Reading at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy and our procedure for teaching reading and spelling through a synthetic phonics-first approach.

At Tavistock Primary and Nursery school, we believe that every child can become a fluent reader and writer. We begin teaching phonics in Reception using our own scheme, tailored to the needs of our children, enabling them to build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Children from Year 2-6 follow the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

**Formative Assessment**

Children identified as having difficulties in reception are targeted through good quality Continuous Provision activities.

Weekly reading identifies children who need extra support. These children are then supported individually and/or as part of small groups.

Phonically decodeable books are matched to children’s GPC and tricky word knowledge.

Morning writing in Summer Term is introduced to reception children.

Daily spellings lesson delivered from year 2

Children in Year 2 to 6 are assessed through their teacher’s ongoing formative assessment as written in the reading, spelling and phonics overview.

**Summative Assessment**

Half termly piece of writing for all reception children identifies strengths and gaps in knowledge.

GPC knowledge and tricky word knowledge assessed each half term, using TPNS own assessments.

Children whose progress in reading and/or spelling is giving cause for concern are identified in termly CPM meetings and actions are planned to meet their needs.

**End of Year**

At the end of Reception, teachers complete the statutory EYFS Profile for each child which involves making judgements by using their knowledge and understanding of what a child knows, understands, and can do in reading and writing. Attainment of children at the end of Reception will be described as ‘emerging’ or ‘working at the expected standard’.

At the end of each year, the attainment of children in Years 1-6 will be described as ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth within the expected standard’. Teachers make their assessments against the statutory requirements of the programmes of study from the National Curriculum.

**Statutory assessment**

The Reception Baseline Assessment is completed within the first 6 weeks of reception children starting school.

By the end of Reception children are assessed against the Early Learning Goals for reading and writing.

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.