# The Primary Tools Decimal System: Reading Assessment Process

The Primary Tools **Decimal Assessment System** has been designed first and foremost with children's needs at heart, integrating the voice of **pupils**, their **peers**, **parents** and **teachers**. The system is based on the **next steps** found in the **National Curriculum released in 2014** and the 2015/2016 **Interim Assessment Frameworks** released in September 2015.

For Pupils and Parents:
It aims to inform pupils of the **next steps** needed in order to progress their reading. It is recommended that these assessment sheets are used alongside the **Next Steps Bookmarks** found on the PrimaryTools.co.uk website.
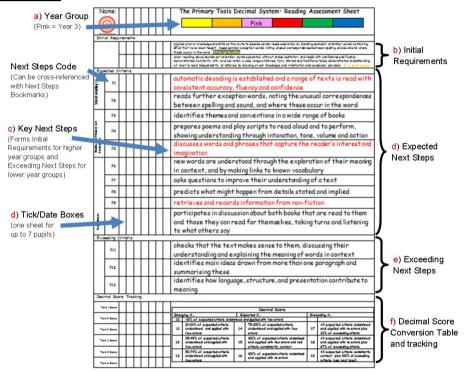
For Teachers:
The system is also designed to be easily picked up by teachers. Recommended process is detailed below, although the final rules can be decided within your school to meet your needs.

For School Leaders:
The system also creates a Decimal Score that can be used for tracking and informing planning for the needs of your pupils. It is recommended that the free tracking system is used from the PrimaryTools.co.uk website.

## The Decimal System Process:



1) Use the correct assessment sheet for the year group (a):
   - Yellow is Year 1, Orange is Year 2 and so on with Blue being Year 6.
2) Check that the **Initial Requirements** have been met (b):
   - For example, if a pupil is in Year 3 (Pink Sheet), and they have met the **Initial Requirements** for Year 1 and 2 (Yellow and Orange), then they are ready for the Year 3 Pink Sheet.
   - If the **Initial Requirements** have not been met, then you will need to use the relevant sheet from a lower year group. Once they have met the **Initial Requirements**, they can move back to the Pink Year 3 sheet (they do not need to meet all the other requirements of earlier year groups, just the **Key Next Steps/Initial Requirements**).
   - Key **Next Steps/Initial Requirements** are in red font (c).
3) Tick/date the **Expected Next Steps** that have been met (d):
   - As a general rule, the pupil must show at least 80% confidence ("few errors") for it to be ticked although this depends on the **Next Step** itself. For guidance, 'Most' indicates generally correct with occasional errors, 'Some' indicates occasionally correct.
   - **Key Next Steps** (in red font) should be almost 100% consistently met to be ticked/dated.
   - **Key Next Steps** (in red font) should also be the first **Next Steps** set for a pupil as they form the **Initial Requirements** for higher year groups.
   - **Next Steps** underlined and in bold are found in the **Interim Assessment Framework**
4) **Exceeding Next Steps** (e):
   - If all **Expected Next Steps** have been consistently met with no errors, then use the **Exceeding Next Steps**. The **Exceeding Next Steps** are the same as the **Key Next Steps** for the next year group.
5) Turn the number of steps met into a decimal score (f):
   - The first number represents the year group, with the second number showing the finer stage within that year group.
   - For example: A score of 3.0 to 3.3 shows the pupil is Emerging against the Year 3 Expectations. 3.4 to 3.6 shows the pupil is Expected against the Year 3 Expectations. 3.7 and higher means they are Exceeding.
   - Generally speaking, a pupil should not be moved to a higher year group's sheet, but should deepen, broaden and apply their knowledge in varying ways.
   - This can then be input into the tracking system freely available from the PrimaryTools.co.uk website.

| Name: | | | | | | The Primary Tools Decimal System: Reading Assessment Sheet | | |
|---|---|---|---|---|---|---|---|---|


www.PrimaryTools.co.uk

| | | | | | YELLOW | ORANGE | Pink | RED | GREEN | BLUE |

**Initial Requirements:**

| | | | | | apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  **If no, go to yellow level.** |
|---|---|---|---|---|---|
| | | | | | applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute);  when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done  *If no go to orange* |

**Expected Next Steps:**

| Word reading | P1 | | | | | automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence |
|---|---|---|---|---|---|---|
| | P2 | | | | | reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| Reading for Pleasure and Performance | P3 | | | | | identifies themes and conventions in a wide range of books |
| | P4 | | | | | prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| | P5 | | | | | discusses words and phrases that capture the reader's interest and imagination |
| Comprehension | P6 | | | | | new words are understood through the exploration of their meaning in context, and by making links to known vocabulary |
| | P7 | | | | | asks questions to improve their understanding of a text |
| | P8 | | | | | **predicts what might happen on the basis of what has been read so far** |
| | P9 | | | | | retrieves and records information from non-fiction |
| | P10 | | | | | participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| | P11 | | | | | **makes links between the book they are reading and other books they have read** |

**Exceeding Next Steps:**

| | P12 | | | | | checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |
|---|---|---|---|---|---|---|
| | P13 | | | | | identifies main ideas drawn from more than one paragraph and summarising these |
| | P14 | | | | | identifies how language, structure, and presentation contribute to meaning |

**Decimal Score Tracking:**

| Term 1 Score | | | | | |
|---|---|---|---|---|---|
| Term 2 Score | | | | | |
| Term 3 Score | | | | | |
| Term 4 Score | | | | | |
| Term 5 Score | | | | | |
| Term 6 Score | | | | | |

| Decimal Score: | | | | | |
|---|---|---|---|---|---|
| Emerging if… | | Expected if… | | Exceeding if… | |
| 3.0 | <10% of expected steps understood and applied with few errors | | | | |
| 3.1 | 10-24% of expected steps understood  and applied with few errors | 3.4 | 75-100% of expected steps understood and applied with few errors | 3.7 | All expected steps understood and applied with no errors plus 33% of exceeding steps |
| 3.2 | 25-49% of expected steps understood and applied with few errors | 3.5 | 100% of expected steps understood and applied with few errors and key red steps consistently correct | 3.8 | All expected steps understood and applied with no errors plus 67% of exceeding steps |
| 3.3 | 50-74% of expected steps understood and applied with few errors | 3.6 | 100% of expected steps understood and applied with no errors | 3.9 | All expected steps consistently correct  plus 100% of exceeding steps (use next level) |