

Daisy Lane Home–School Readers for Young Children



Reading Profile

Series A

Child's name	
Class	

Book title	Page	Date completed	Name of teacher / adult helper
SOUND STORIES			
Helping Harpo (ISBN 978 07217 1108 9)	3	/ /	
What a laugh! (ISBN 978 07217 1109 6)	4	/ /	
Zap! (ISBN 978 07217 1110 2)	5	/ /	
KEY WORD STORIES			
Look at this! (ISBN 978 07217 1112 6)	6	/ /	
Lost and found (ISBN 978 07217 1113 3)	7	/ /	
Can I come in? (ISBN 978 07217 1111 9)	8	/ /	

Introduction

The **Daisy Lane Reading Profile** is designed to help teachers in Reception classes to gather information about children's reading. This information can be used to inform planning and provides evidence that will help you, the teacher, to complete the Early Years Foundation Stage Profile.

In this book, there is a separate page for each of the six Daisy Lane titles listed above. The pages relating to the Sound Stories focus on the children's knowledge of sounds and letters. The pages relating to the Key Word Stories focus on the children's reading strategies, knowledge of key words and understanding of the story.

The **Daisy Lane Reading Profile** is used when the child is reading with you. You record the child's response as a permanent record of knowledge and achievement. It is a good idea to record all responses, including those that are incorrect. Incorrect responses give information on misunderstandings or confusion, and you will find this useful to inform future planning.

Full instructions on how to use the different elements of the **Daisy Lane Reading Profile** are given on page 2.

Schofield&Sims

How to use the Daisy Lane Reading Profile

The skills below align with the Early Years Foundation Stage framework, relating to the early learning goals for reading in the specific area of Literacy.

- **Shows an awareness of rhyme by providing a rhyming word (page 3)**
Read the story, emphasising the rhyme. Pause as indicated on the transcript, encouraging the child to supply the rhyming word. Record the child's response.
- **Shows an awareness of rhyme by continuing a rhyming string (page 3)**
Say the two words shown. Ask the child to say another word that rhymes with them. Record the child's response.
- **Links sounds to letters (pages 4, 5)**
Open the Daisy Lane reader at the page number provided. Point to the letter and ask the child what sound it makes. If appropriate, also ask the name of the letter. Record the child's response in the appropriate column.
- **Hears and says initial phonemes (pages 4, 5)**
Open the Daisy Lane reader at the page number provided. Ask the child to look at the picture and find something that begins with the given phoneme. Record the child's response.
- **Hears and says final and middle phonemes (pages 3, 4, 5)**
Say the words clearly. Ask the child to say the final phoneme. Record the child's response. If appropriate, repeat the words and ask the child to say the middle vowel sound. Record the child's response.
- **Recognises familiar words in different contexts (pages 6, 7, 8)**
Open the Daisy Lane reader to an appropriate page. Say the word and ask the child to point to it on the page. Record a correct response with a tick. Record incorrect responses in full and look for causes of confusion: for example, words with similar patterns (the, this). In a later session, point to the same word in the Daisy Lane reader and ask the child what the word says. Record responses, as above.
- **Shows an understanding of the elements of stories (pages 6, 7, 8)**
Use the suggested questions to encourage the child to talk about the story. Record a sample of what the child says to show his or her understanding of characters and events in stories.
- **Reads a range of familiar words and simple sentences (pages 6, 7, 8)**
Read the first few pages of the story to the child. At the page indicated on the **Daisy Lane Reading Profile** ask the child to take over the reading. Record the child's response above the words on the Profile page. Use a tick to show words read correctly. Record, in full, errors and attempts at words, using the column on the right for notes. Remember, the errors and attempts will show the strategies the child is using.

Note: Words integrated into the illustrations in the **Daisy Lane Home–School Readers** – in speech bubbles, or shown as sound effects or signs – are shown in this booklet in *italics*.

Helping Harpo

Date: / /

• Shows an awareness of rhyme by providing a rhyming word

Read the story, as described on page 2.

Record the child's response.

Page	Story text and child's response	Notes on child's response
3	All the toys heard Harpo shout, "Help! Help! Help! Get me ____!"	
4	"Now take a look at him!" said Slim. "I think he's stuck," said Tilda the ____.	
5	"We will never get him out of there," said Boris B____.	
6	"Let's all tug," said Beppo the ____.	
7	"You pull and I'll push him," said ____.	
8	"I will tell you when," said ____.	
8-10	"Ready, steady, GO!" Yes, yes, yes ... ____!	
10	"He's too fat!" said Cookie the ____.	
11	"Never fear. Slim is here. I think I have a good i____!"	
12	hiss Hurrah! Hurrah! Harpo is out! "Harpo is out!" the toys all sh____.	

• Shows an awareness of rhyme by continuing a rhyming string

Words given	Child's response
him Slim	
bug tug	
when Gwen	
fat cat	

• Hears and says final and middle phonemes

Words spoken to the child	Child's response: final phoneme	Child's response: middle phoneme
him Slim		
bug tug		
when Gwen		
fat cat		

What a laugh!

Date: / /

• Hears and says initial phonemes

Ask the child: Can you find something in the picture that begins with the sound ____?

Page	Phoneme	Child's response
3	j	
4	l	
5	h	
6	w	
7-8	g	
9	r	

• Links sounds to letters

Point to the letter on the given page and ask the child: What sound does this letter make?

What is its name?

Page	Letter	Child's response: sound	Child's response: name
3	j		
4	l		
5	h		
6	w		
7-8	g		
9	r		
10	t		
11	s		

• Hears and says final phonemes

Ask the child: What sound can you hear at the end of these words?

Word to be spoken	Child's response: final phoneme
Gwen	
Sweep	
Slim	
Max	

Zap!

Date: / /

• Hears and says initial phonemes

Ask the child: Can you find something in the picture that begins with the sound ____?

Page	Phoneme	Child's response
5	p	
7	r	
9	d	
11	f	

• Links sounds to letters

Point to the letter on the given page and ask the child: What sound does this letter make? What is its name?

Page	Letter	Child's response: sound	Child's response: name
4-5	p		
6-7	r		
8-9	d		
10-11	f		
12	z		

• Hears and says final and middle phonemes

Ask the child: What sound can you hear at the end of these words?
Then ask: What sound can you hear in the middle of these words?

Words to be spoken	Child's response: Final phoneme	Child's response: Middle phonemes
<i>dock clock</i>		
<i>plip plop</i>		
<i>flip flop</i>		
<i>zap</i>		



Look at this!

Date: / /

- Shows an understanding of the elements of stories

Ask the child: **What do you think this story is going to be about?**

Child's response	
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- Reads a range of familiar words and simple sentences

Read the first few pages of the story to the child. At page 5, ask the child to take over the reading. Record the child's use of cues as described on page 2 of this Profile booklet.

Page	Story text and child's response	Notes on child's use of cues
5	<i>Look at this!</i>	
6	<i>Look at this big nest!</i> Jazz went to look.	
7	It was not a nest. It was grass.	
8	<i>Look at this!</i>	
9	<i>Look at this big egg!</i> Jazz went to look.	
10	It was not an egg. It was a stone.	
11	<i>Look at this! No!</i>	
12	<i>This is a big spider!</i>	
13	And it was!	

- Recognises familiar words in different contexts

Ask the child: **Can you find me the word _____? What does this word say?**

Word	Finds the word	Says the word	Word	Finds the word	Says the word
a			is		
and			this		
at			to		
big			was		
in			went		

Lost and found

Date: / /

- Shows an understanding of the elements of stories

Ask the child: What do you think this story is going to be about?

Child's response	
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- Reads a range of familiar words and simple sentences

Read the first few pages of the story to the child. At page 5, ask the child to take over the reading. Record the child's use of cues as described on page 2 of this Profile booklet.

Page	Story text and child's response	Notes on child's use of cues
5	<i>In the cupboard?</i>	
6	<i>This is my ball!</i> No, they are not in here.	
7	In the drawer?	
8	<i>This is my hat!</i> No, they are not in here.	
9	In the wardrobe?	
10	<i>This is my kite!</i> No, they are not in here.	
11	In my pockets?	
12	My mittens!	
13	<i>Where are my mittens?</i>	

- Recognises familiar words in different contexts

Ask the child: Can you find me the word _____? What does this word say?

Word	Finds the word	Says the word	Word	Finds the word	Says the word
are			no		
in			the		
is			they		
my			this		

- Shows an understanding of the elements of stories

Ask the child: What did you like best about this story?

Child's response	
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Can I come in?

Date: / /

- Shows an understanding of the elements of stories

Ask the child: What do you think this story is going to be about?

Child's response	
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- Reads a range of familiar words and simple sentences

Read the first few pages of the story to the child. At page 4, ask the child to take over the reading. Record the child's use of cues as described on page 2 of this Profile booklet.

Page	Story text and child's response	Notes on child's use of cues
4	She went to get a box.	
5	She went to get a torch.	
6	"Can I come in?" said Ollie.	
7	"No," said Jazz.	
8	Jazz went to get a sock.	
9	She went to get some popcorn.	
10	"Can I come in?" said Ollie.	
11	"Yes," said Jazz.	
12	Come to my puppet show!	

- Recognises familiar words in different contexts

Ask the child: Can you find me the word _____? What does this word say?

Word	Finds the word	Says the word	Word	Finds the word	Says the word
a			no		
can			said		
come			she		
get			to		
I			went		
in			yes		