

## Year 1 reading assessment

	Working towards expected standard	Working at the national standard	Working at greater depth
	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Apply growing phonic knowledge to decode some words.</li> <li>• Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds.</li> <li>• Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught.</li> <li>• Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me.</li> <li>• Read some words with the following endings: -s, -es, -ing, -ed and -est.</li> <li>• Read familiar words with more than one syllable which contain known GPCs.</li> <li>• Begin to recognise and read contractions e.g. I'm, I'll, can't.</li> <li>• Read phonically decodable books which match their developing phonic knowledge.</li> <li>• Read a growing number of pseudo [alien] words, beginning with CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words.</li> <li>• Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>• Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>• Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>• Read words of more than one syllable which contain GPCs known.</li> <li>• Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>• Read some phonically decodable books, closely matched to phonic knowledge.</li> <li>• Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge confidently and accurately to decode appropriate words.</li> <li>• Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>• Confidently blend sounds where appropriate, in unfamiliar words.</li> <li>• Read the full range of common frequency words for YR 1 (Spelling appendix 1).</li> <li>• Read words with a range of suffixes, including -s, -es, -ing, -ed and -est.</li> <li>• Independently read words of more than one syllable, appropriate to age-related texts.</li> <li>• Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.</li> <li>• Read pseudo (alien) words with accuracy and fluency.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Listen to and talk about some poems and stories read to them.</li> <li>• Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics.</li> <li>• Link what they read to their own experiences.</li> <li>• Recognise and join in with some predictable phrases in stories and poems, usually in a group.</li> <li>• Enjoy some rhymes and poems; join in with others to recite some by heart.</li> <li>• Talk about new words and what they mean.</li> <li>• Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories.</li> <li>• Talk about the information they are finding out.</li> <li>• Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance.</li> <li>• Say what the title means and how it relates to the events.</li> <li>• Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does;</li> <li>• With help, begin to make predictions about what might happen next.</li> <li>• Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments.</li> <li>• Provide a simple explanation of an aspect of what is happening in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>• Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>• Link what they read to their own experiences.</li> <li>• Recognise and join in with predictable phrases in poems and stories.</li> <li>• Appreciate some rhymes and poems; recite some by heart.</li> <li>• Discuss the meanings of new words, linking them to words already known.</li> <li>• Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li>• Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>• Talk about the significance of the title and events.</li> <li>• Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</li> <li>• Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to others.</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.</li> <li>• Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing.</li> <li>• Link what they read to their own experiences.</li> <li>• Join in automatically with predictable phrases in poems and stories.</li> <li>• Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.</li> <li>• Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.</li> <li>• Understand and explain how the title relates to the events or information within the text.</li> <li>• Make inferences with confidence, on the basis of what is said and done.</li> <li>• Make credible predictions on the basis of what has been read so far.</li> <li>• Make useful contributions in discussion about what is read to them, responding to what others say.</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>