

Reading Assessment – Year 1

Autumn Term	Spring Term	Summer Term
<u>Word reading & decoding</u>	<u>Word reading & decoding</u>	<u>Word reading & decoding</u>
<ul style="list-style-type: none"> • Apply phonic knowledge to decode words formed from Set 1 sounds • Respond speedily to the Set 1 single letter and diagraph sounds (sh, th, ch, qu, nk, ng, ck, ss, ff, ll) • Read accurately by blending words containing graphemes from Set 1 sounds • Read some common exception words from the Year 1 list • Read words containing the -s suffix • Read some words that contain more than one syllable in addition to the above prefix • Read some words with contractions • Read aloud accurately books that are consistent with their phonics knowledge using pictures to decode words as well as blending • Re-read books to build up fluency in word reading 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words formed from Set 1 & Set 2 sounds • Respond speedily to the Set 1 and Set 2 single letter and diagraph sounds • Read accurately by blending words containing graphemes from Set 1 & 2 sounds • Read many/most common exception words from the Year 1 list • Read words containing the -s -es -ing and -er suffixes • Read some words that contain more than one syllable in addition to the above prefixes eg. carrot, bucket, pocket, rabbit • Read many words with contractions • Read aloud mostly accurately books that are consistent with their phonics knowledge by decoding words through blending • Re-read books to build up fluency in word reading 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words formed from Set 1, Set 2 & Set 3 sounds • Respond speedily to all 40+ phonemes including alternative sounds for graphemes • Read accurately by blending words containing graphemes from Set 1, 2 & 3 sounds • Read all common exception words from the Year 1 list noting unusual spellings and where these occur in the words • Read words containing the -s -es -ing -est -ed and -er suffixes • Read many words that contain more than one syllable in addition to the above prefixes eg. carrot, bucket, pocket, rabbit, family, happy • Read most words with contractions and explain that the apostrophe represents omitted letters • Read aloud accurately books that are consistent with their phonics knowledge by decoding words through blending alone • Re-read books to build up fluency in word reading
<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> • Listen to some poems, stories and non-fiction texts at a level beyond their reading ability with interest • Link some of what they read to their own experiences with support and prompting • Become familiar and recognise some key stories, fairy stories and traditional tales • Recognise and join in with predictable phrases as part of a large group • Listen to poems and begin appreciate the rhyme with them • Discuss some word meanings with adult support • Understand books they read/are read to by drawing on vocabulary provided by the teacher • Recognise/identify the title of a book • Make inferences using pictures and adult prompting to support these • Make predictions based on what has been read so far relying upon prompts and guidance from an adult • Participate in discussion about what is read to them by answering simple questions with adult support • Explain their understanding of what is read to them with adult support and prompting 	<ul style="list-style-type: none"> • Listen to many poems, stories and non-fiction texts at a level beyond their reading ability with interest and begin to discuss these • Link much of what they read to their own experiences and often doing this independently and unprompted • Speak about and recognise many stories, fairy stories and traditional tales and retell these • Recognise and join in with predictable phrases in small groups • Listen to poems and recognise and appreciate the rhyme within them • Discuss many word meanings and begin to link them independently to those already known • Understand books they read/are read to by drawing on vocabulary provided by the teacher and what they already know • Understand books they read/are read to by beginning to check that the text makes sense to them and asking for help/clarification where they are unsure • Recognise and identify the title and events within a book • Make inferences independently that are sometimes inaccurate based on what is said and done • Make predictions that may be unrealistic/do not relate to what has happened so far • Participate in discussion about what is read to them by answering simple questions with a group • Explain their understanding of what is read to them that is not always accurate 	<ul style="list-style-type: none"> • Listen to wide range of stories and non-fiction texts at a level beyond their reading ability with interest and discuss these confidently, accurately and appropriately • Link most of what they read to their own experiences independently • Speak about and recognise a wide range of stories, fairy stories and traditional tales, retell many of these and express the characteristics of them • Recognise and join in with predictable phrases independently without prompting • Listen to a wide range of poems and recognise and appreciate the rhyme within them • Recite poems by heart • Discuss many word meanings and link them independently to those already known • Understand books they read/are read to by checking that the text makes sense to them and correcting inaccurate reading • Recognise and identify the title and events within a book and discuss the significance of these • Make appropriate and accurate inferences based on what is said and done • Make predictions that are appropriate, accurate and have a basis in what has been read so far • Participate in discussion about what is read to them by taking turns, asking and answering questions and listening to what others say • Explain clearly their understanding of what is read to them which is accurate and relevant