

Reading assessment – Year 1

Word Reading	Read words of more than one syllable that contain taught GPCs		
	Read common exception words (see Appendix) noting unusual correspondences between spelling and sound and where these lie in the word		
	Re read phonically decodable books to build up confidence in reading		
	Read aloud accurately books that are consistent with developing phonic knowledge and do not require use of other strategies to work out words		
	Read accurately by blending the sounds in unfamiliar words containing GPCs that have been taught (igh, or, air, ear - fear, ai, oi, ar, ee, er, ur, oo, oo - book, oa)		
	Apply phonic knowledge and skills as the route to decode words		
	Read words with contractions e.g. I'm and understand the apostrophe represents omitted letter(s)		
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings		
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (ie, ie - chief, ore, au, ay, oy, a-e, ear - bear, are - care, ph, wh, un - prefix, words ending with y, e-e, i-I, o-e, u-e, ea - dream, ea - bread, ir, oe, ou)		
Reading Comprehension	Discuss the significance of the title and events		
	Link what they read or hear read to their own experiences		
	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	1c	
	Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently		
	Discuss word meanings, linking new meanings to those already known	1a	
	Learn to appreciate rhymes and poems, and to recite some by heart and join in with predictable phrases		
	Discuss what is read to them, taking turns and listening to what others say		
	Explain clearly their understanding of what is read to them	1a	
	Predict what might happen on the basis of what has been read so far	1e	
	Draw on what they already know or on background information and vocabulary provided by the teacher	1a	
	Check that the text makes sense to them as they read and correcting inaccurate reading	1a	
	Make inferences on the basis of what is being said and done	1d	