



Reading Assessment Tracking – Year 1

Skills demonstrated using age appropriate texts.

| Term | Working Towards | On Track (Met for summer) | Greater Depth |
|--------|--|--|---|
| Autumn | Reading is seen as a pleasurable activity. | Reading is seen as a pleasurable activity. | Reading is seen as a pleasurable activity. |
| | Needs prompting when what they have just read did not make sense. | Makes simple links between what they read or heard to their own experiences. | Makes links with the text and something they have experienced themselves without prompting. |
| | Reading is seen as a pleasurable activity. | Can recite some rhymes and poems by heart. | Predicts what a book may be about based on the front cover. |
| | Can re-tell familiar stories with support. | Makes simple inferences on the basis of what is being said and done. | Is beginning use a range cues to support their simple inferences and deductions (eg pictorial, context). |
| | Joins in with familiar rhymes and poems. | Can retell key stories, fairy stories and traditional tales. | Knows when what they have just read does not make sense - leading to automatic re-reading of sentences for correction. |
| | Knows that some books tell stories and others give information. | Can predict what might happen on the basis of what has been read so far. | Participates in discussion about what is read to them, taking turns and listening to what others say. |
| | Reads and understands simple sentences. | Reads and understands simple sentences. | |
| | Uses taught phonic knowledge to decode regular words and read them aloud. | Uses taught phonic knowledge to decode regular words and read them aloud. | |
| Spring | Needs prompting when what they have just read did not make sense. | Can discuss the significance of the title and events. | Demonstrates a growing awareness of how to use non-fiction books to find information. |
| | Makes simple links between what they read or heard to their own experiences. | | Tests out alternative graphemes for phonemes when reading unfamiliar words. |
| | With support demonstrates a simple understanding about what they have read when talking with others. | Can explain clearly their understanding of what has been read to them. | Accurately reads common exception words as set out in Appendix 1 |
| | Accurately reads <u>some</u> common exception words as set out in Appendix 1 | Checks that the text makes sense to them as they read and corrects inaccurate reading (of words). | Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters. |
| | | Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Reads words of more than one syllable that contain taught GPCs. |

| | | | |
|--------|---|--|--|
| | | Accurately reads common exception words as set out in Appendix 1 | |
| Summer | As above plus below: | As above plus below: | As above plus below: |
| | Accurately reads words containing taught GPCs and –ing, –ed endings | Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Confidently reads aloud more complex texts, including those beyond their chronological age. |
| | Accurately reads common exception words as set out in Appendix 1 | Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters. | Deduces possible meanings to unknown words drawing on the wider sentence or context. |
| | | Reads words of more than one syllable that contain taught GPCs. | Can discuss preferences about a range of stories they have read or have been read to them (e.g. likes/dislikes about a genre). |

| | | |
|--------------|---------------|--|
| Word Reading | Comprehension | Once an objective has been covered it becomes Bold It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD |
|--------------|---------------|--|