



St. Francis C.E.P. School – Reading Assessment Framework – Year 1

Y1	Word Reading	Comprehension
WTS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply growing phonic knowledge to decode some words.</li> <li><input type="checkbox"/> Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds.</li> <li><input type="checkbox"/> Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Read some words with the following endings: -s, -es, -ing, -ed and -est.</li> <li><input type="checkbox"/> Read familiar words with more than one syllable which contain known GPCs.</li> <li><input type="checkbox"/> Begin to recognise and read contractions e.g. I'm, I'll, can't.</li> <li><input type="checkbox"/> Read phonically-decodable books which match their developing phonic knowledge.</li> <li><input type="checkbox"/> Read a growing number of pseudo [alien] words, beginning with CVC words.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to and talk about some poems and stories read to them.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Link what they read to their own experiences.</li> <li><input type="checkbox"/> Recognise and join in with some predictable phrases in stories and poems, usually in a group.</li> <li><input type="checkbox"/> Enjoy some rhymes and poems; join in with others to recite some by heart.</li> <li><input type="checkbox"/> Talk about new words and what they mean.</li> <li><input type="checkbox"/> Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out.</li> <li><input type="checkbox"/> Read aloud and sometimes notice that the text does not make sense. Reread with support or guidance.</li> <li><input type="checkbox"/> Say what the title means and how it relates to the events.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> With help, begin to make predictions about what might happen next.</li> <li><input type="checkbox"/> Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments.</li> <li><input type="checkbox"/> Provide a simple explanation of an aspect of what is happening in a text.</li> </ul>
EXP	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply phonic knowledge to decode words.</li> <li><input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li><input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li><input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li><input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est.</li> <li><input type="checkbox"/> Read words of more than one syllable that contain GPCs known.</li> <li><input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li><input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li><input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li><input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li><input type="checkbox"/> Link what they read to their own experiences.</li> <li><input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories.</li> <li><input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart.</li> <li><input type="checkbox"/> Discuss the meanings of new words, linking them to words already known.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li><input type="checkbox"/> Talk about the significance of the title and events.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others.</li> <li><input type="checkbox"/> Explain clearly their understanding of what is read to them.</li> </ul>
GDS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply phonic knowledge confidently and accurately to decode appropriate words.</li> <li><input type="checkbox"/> Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li><input type="checkbox"/> Confidently blend sounds where appropriate, in unfamiliar words.</li> <li><input type="checkbox"/> Read the full range of common frequency words for YR 1 (Spelling appendix 1).</li> <li><input type="checkbox"/> Read words with a range of suffixes, including – s, -es, -ing, -ed and –est.</li> <li><input type="checkbox"/> Independently read words of more than one syllable, appropriate to age-related texts.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Read pseudo (alien) words with accuracy and fluency.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Link what they read to their own experiences.</li> <li><input type="checkbox"/> Join in automatically with predictable phrases in poems and stories.</li> <li><input type="checkbox"/> Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.</li> <li><input type="checkbox"/> Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.</li> <li><input type="checkbox"/> Understand and explain how the title relates to the events or information within the text.</li> <li><input type="checkbox"/> Make inferences with confidence, on the basis of what is said and done. <input type="checkbox"/> Make credible predictions on the basis of what has been read so far.</li> <li><input type="checkbox"/> Make useful contributions in discussion about what is read to them, responding to what others say.</li> <li><input type="checkbox"/> Explain clearly their understanding of what is read to them.</li> </ul>