

Teacher Assessment Framework at the end of Year 1- Reading



Working towards the expected standard

The pupil can:

SAMPLES

1 2 3 4 5 TE

- Begin to apply phonic knowledge to decode words
- Read some common exception words
- Begin to read with some fluency and understanding of the text
- Start to predict what the text may be about from the front cover or the start of the book.
- **Show an interest and pleasure in reading**
- **Listen to and discusses a range of poems, stories and non-fiction texts**
- **Recall well known stories and retell them, using predictable and repeating phrases**
- **Begin to self –correct so that the text makes sense to them**
- **Begin to explain what they have listened to and explain their ideas**

Working at the expected standard

The pupil can:

- apply phonic knowledge and skills to decode words and respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes .
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read common exception words, noting unusual correspondences between spelling and sound and read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read accurately books that are consistent with their developing phonic knowledge and that do not require them to use any other strategies.
- start to make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- **listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently , drawing on what they already know or on background information and vocabulary provided by the teacher**
- **become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics and recognising and joining in with predictable phrases**
- **check that the text makes sense, self-correcting inaccurate reading, as well as explaining their understanding of what is read to them.**

• discuss word meanings, the title and events and participate in discussions about what is read to them, taking turns and listening to what others say						
Working at greater depth within the expected standard The pupil can:						
• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*						
• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*						
• read many common exception words.* In a book closely matched to the GPCs as above,						
• read aloud many words quickly and accurately without overt sounding and blending						
• sound out many unfamiliar words accurately.						
• re-read books to build up their fluency and confidence in word reading and link what they read or hear read to their own experiences						
In discussion with the teacher, the pupil can:						
• answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them and books they read themselves.						
appreciate rhymes and poems, and to recite some by heart						