



| Y1 Reading Assessment Grids | | | |
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| NC | Specific area | No. | To be working at the expected standard, children need to be able to: |
| Word Reading | Phonics / Blending | 1 | Apply phonic knowledge and skills as the route to decode words |
| | | 2 | Respond speedily, with the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes |
| | | 3 | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |
| | | 4 | Read other words of more than one syllable that contain taught GPCs |
| | | 5 | Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words |
| | Prefixes / suffixes / root words / contractions | 6 | Read words containing taught GPCs and -s, -es, -ing, -ed and -est endings |
| | | 7 | Read words with contractions, e.g. I'm, I'll and we'll - understand that the apostrophe represents the omitted letter(s) |
| | CEW | 8 | Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word |
| | Fluency | 9 | Re-read phonetically decodable books to build up fluency and confidence in word reading |
| | | 10 | Check that the text makes sense to them as they read and correcting inaccurate reading |
| | Range of texts | 11 | Develop by listening to and discussing a wide range of poems, stories and non-fiction, at a level beyond that which they can read independently |
| | | 12 | Link what they have read or hear read to their own experiences |
| | Familiarity with texts | 13 | Recognise and join in with predictable phrases |
| | | 14 | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |
| | | 15 | Participate in discussion about what is read to them, taking turns and listening to what others say |
| | | 16 | Explain clearly their understanding of what is read to them |
| Comprehension | Vocab 1a | 17 | Discuss word meanings, linking new meanings to those already known |
| | Retrieval 1b | 18 | With support, find information to help answer simple questions about a text |
| | Sequencing 1c | 19 | Retell some known stories, including significant events / main idea in sequence. |
| | Inference 1d | 20 | Make inferences on the basis of what is being said and done |
| | | 21 | Discuss the significance of the title and events |
| | | 22 | Draw on what they already know or on background information and vocabulary provided by the teacher |
| | Prediction 1e | 23 | Predict what might happen on the basis of what has been read so far |
| | Poetry and performance | 24 | Learn to appreciate rhymes and poems and to recite some by heart |