

# St Paul's CE Primary School – Reading Assessment Sheet

		<u>Year One</u>		
		Working Towards	Expected	Greater Depth
Word Reading		Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.  Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual cues.
	Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud.</li> <li>- Demonstrating knowledge of a developing range of poetry, stories and non-fiction.</li> <li>- Recognising and understanding the different structures of non-fiction books that have been introduced.</li> <li>- Showing an increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> <li>- Asking and answering simple questions appropriately, including some simple inference on what is said and done.</li> <li>- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</li> </ul> <p>Checks that the text makes sense by questioning unfamiliar words or phrases.</p> <ul style="list-style-type: none"> <li>- Reads aloud and performs, showing understanding through intonation, tone, volume and action.</li> <li>- Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>- Discussing words and phrases that capture the reader's interest and imagination.</li> <li>- Using dictionaries to check the meaning of words that they have read.</li> <li>- Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</li> </ul> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> <li>- Predicting what might happen from details stated and implied.</li> <li>- Drawing simple inferences such as inferring characters' feelings.</li> <li>- Retrieving and recording information from non-fiction, using contents pages to locate information.</li> </ul>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace)</li> <li>- Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts.</li> </ul> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> <li>- Justifying inferences and deductions with evidence from the text.</li> </ul>

Name: \_\_\_\_\_

Autumn  Spring  Summer