Year 1 Reading Assessment Framework Name: _____

Date and genre of work:								Summary
Working at the expected standard								
The pupil can:								
• Develop pleasure in reading, motivation to read, vocabulary and understanding by	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.							
	• being encouraged to link what they read or hear read to their own experiences							
	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.							
	• recognising and joining in with predictable phrases.							
	• discussing word meanings, linking new meanings to those already known.							
	• learn to appreciate rhymes and poems and recite some by heart							
• Understand both the books they can already read accurately and fluently and those they listen to by	• drawing on what they already know or on background information and vocabulary provided by the teacher.							
	• checking that the text makes sense to them as they read and correcting inaccurate reading.							
	• discussing the significance of the title and events.							
	• make inferences on the basis of what is being said and done							
	• predicting what might happen on the basis of what is being said and done							
• Participate in discussion about what is read to them, taking turns and listening to what others say.								
• Explain clearly their understanding of what is read to them.								
• Apply phonic knowledge and skills as the route to decode words.								
• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.								
• 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.								
• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.								
• Read other words of more than one syllable that contain taught GPCs.								
• Read words containing taught GPCs and s, es, ing, ed, er and est endings.								
• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).								
• Re-read books to build up their fluency and confidence in word reading.								
• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.								

Upper Wharfedale Primary Federation