

English Reading Assessment
Year 1 Meeting Expectations
Name: _____

Word Reading			
•Match all 40+ graphemes to their phonemes (Phase 3) Can identify all Set 1- 2 RWI sounds			
•Blend sounds in unfamiliar words Can blend sounds (set 1-3) in unfamiliar words			
•Read Y1 common exception words			
•Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset			
•Read compound words, for example, football, playground, farmyard, bedroom			
•Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)			
•Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)			
•Reads aloud accurately books that are consistent with their developing phonic knowledge without overt sounding and blending.(book band orange)			
•Read words containing suffixes.			
•Read words which have the prefix -un added			

Comprehension			
•Say what they like or dislike about a text			
•Link what they read or hear read to their own experiences			
•Retell key stories orally using narrative language			
•Discuss word meanings, linking new meanings to those already known			
•Understand and talk about the main characteristics within a known key story			
•Recognise and join in with predictable phrases			
•Learn some poems and rhymes by heart			
•Use prior knowledge, context and vocabulary provided to understand texts			
•Check that the text makes sense to them as they read and correct miscues			
•Begin to draw inferences from the text and/or the illustrations			
•Make predictions based on the events in the text			
•Explain what they understand about a text			

English Reading Assessment

Year 1 Working at greater depth Expectations

Name: _____



Greater Depth Expectations			
•Read accurately and confidently words of 2 or more syllables			
•Talk about favourite authors or genre of books			
•Able to independently offer predictions of what happens next in a story			
•Happy to read aloud in front of others			
•Tell someone about likes and dislikes related to story they have read			
•Read a number of signs and labels in the environment drawing from phonic knowledge when doing so			
•Aware of mistakes made because reading does not make sense			
•Re-read a passage if unhappy with own comprehension			
•Growing awareness of how non fiction texts are organised			
•Read unfamiliar words accurately and fluently without overt sounding and blending			