

Reading Assessment – Green

Decoding	Personal Responses to text	Retrieval and literal understanding of text	Inference	Writer's intentions and language choices	Structure and presentational features
<p><u>Applies phonic knowledge and skills to decode words (See attached phonics tracker for further guidance).</u></p> <p>Breaks down words into phoenemes.</p> <p><u>Recognises all 40+ phonemes and uses the correct sounds including, where applicable, alternative sounds for graphemes.</u></p> <p><u>Reads unfamiliar words accurately by blending sounds they've been taught.</u></p> <p><u>Reads Year 1 common exception words.</u></p> <p><u>Reads words with suffixes: s, es, ing, ed, where they can already read the root word.</u></p> <p><u>Reads words with more than one syllable.</u></p> <p><u>Reads words with contractions, showing awareness that the apostrophe replaces a missing letter.</u></p> <p><u>Reads decodable books with increasing fluency. (Orange level and above)</u></p> <p>Reads aloud showing some awareness of punctuation (e.g pauses at full stops).</p> <p>Uses picture clues to support their understanding of the text.</p> <p>With help, checks whether a word they've decoded makes sense.</p>	<p><u>Enjoys listening to stories, rhymes and poems.</u></p> <p><u>Discusses poems, stories and non-fiction that has been read to them</u></p> <p><u>Relates what they have read (or heard read) to their own experiences.</u></p> <p>Listens to the opinions of others about what they have read.</p> <p>Explains whether they enjoyed reading a book.</p> <p>Selects pages, characters, pictures etc of interest from a text and explains why they were interesting.</p> <p>Chooses with help their own books to read and explains their choices</p>	<p><u>Retells in their own words some well-known stories (fairy-tales, traditional stories)</u></p> <p><u>Recognises and joins in with familiar/predictable phrases (e.g. He huffed and he puffed and he blew the house down).</u></p> <p><u>Recites some rhymes and poems from heart.</u></p> <p><u>Explains their understanding of what has been read to them.</u></p> <p><u>Checks that the text makes sense to them as they read.</u></p> <p><u>Corrects inaccurate reading by re-reading when something doesn't sound right.</u></p> <p><u>Answers simple retrieval questions by locating information in a text (e.g. He lived in the forest').</u></p> <p><u>Discusses and shows a simple understanding of the key events in a story.</u></p> <p><u>Locates simple facts in non-fiction texts (e.g. where polar bears live)</u></p>	<p>Infers what a book could be based on the title and front cover.</p> <p><u>Makes simple inferences about what is being said and done in a text (e.g. How did he feel? He was sad. Why did he shout at his friend? He was angry.)</u></p> <p><u>Predicts what might happen next based on other stories they've read.</u></p> <p>Shows their understanding of characters and events in a story through role play</p>	<p>Identifies new words.</p> <p><u>Discusses the meaning of new words.Links the meaning of new words to words they already know (e.g. delicious is another way of saying the food tastes nice)</u></p> <p>Discusses their favourite words in a text.Makes simple comments about word choices (e.g. I like the words salty and delicious because they make me want to eat the chips).</p> <p>Identifies obvious features of language (e.g. rhyme, repeated phrases such as once upon a time).</p> <p>Recognises traditional fairy- tale language and uses it in their own language and writing when retelling a story</p>	<p>Recognises key features of fairy-tales and traditional tales (e.g. magical characters)</p> <p>Makes suggestions about plot etc in fairy-tales and traditional tales based on prior knowledge (e.g. I think the princess will be rescued in the end because fairy tales always end happily)</p> <p>Knows that stories have a beginning, middle and ending.</p> <p>Recognises some of the features of fiction/ non-fiction texts (e.g. headings, sub-headings, labels, pictures, contents page, title, index, glossary, blurb)</p> <div style="border: 2px solid green; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Termly Assessment</p> <p style="text-align: center;">To highlight a statement evidence must be seen on several occasions. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.</p> </div>

Emerging: 1E
1E: 5 - 10 statements
1E+: 11 – 20 statements

Developing: 1D
1D: 21-27 statements
1D+: 28 – 30 statements

Secure: 1S
31-38 statements achieved
including all NN's

Mastery: 1S+
39 - 41 statements embedded and applied in a range of