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| **Year 1 Reading – Working at the expected standard** |
| **Name:**  |
| **Decoding** | 1. Children show competency to read phonemes within phase 5 including some alternatives for known graphemes
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| 1. Competent to read accurately by blending sounds in unfamiliar words using phonic knowledge of phase 5
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| 1. Competently respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
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| 1. Competent to read all tricky words in phase 5
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| 1. Competent to read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
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| 1. Competent to read two or more than one syllable word containing known phase 5 phonemes
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| 1. Competent to read aloud accurately books that are consistent with phase 5 letters and sounds developing phonic knowledge and that do not require them to use other strategies to work out the words.
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| **Reading at ORANGE/TURQUOISE** |
| **Comprehension and pleasure within books read to them** | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | 1. - Being encouraged to link what they hear to their own experiences
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| 1. - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
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| 1. - Recognising and joining in with predictable phrases
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| 1. - Learning to appreciate rhymes and poems, and to recite some by heart
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| 1. - Discussing word meanings, linking new meanings to those already known
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| **Independent Comprehension** | 1. Checking that the text makes sense to them as they read and correcting inaccurate reading
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| 1. Discussing the significance of the title and events
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| 1. Continue making inferences on the basis of what is being said and done
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| 1. Explain clearly their understanding of what is read to them
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When a child is working at an age expected level they are able to answer questions that thinking skill 2 or 3. This means that they are able to answer questions where:

* the information isn’t always clearly located by question wording and may not be limited to a short section of the text
* questions will be more than just simple retrieval
* some complex word meanings or subject specific technical language may be required
* the question is expecting the children to infer the meaning of the text (meaning not obvious) e.g. How a character is behaving and why? What has happened?
* multiple choice questions require greater amount to be read, understood, inferred and located in order to answer the question correctly