HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Teacher Assessment of Year 1 Reading Objectives

Year 1					ORT*		
Phonics	Phase 4	Deve	loping Phase 5	Secure Phase 5	Stage 7	Stage 8	Stage 9
Points	1.0 -	- 1.1	1.2 - 1.3	1.4 - 1.5	1.6	- 1.7	1.8 - 1.9

		Year 1 ORT*						
		Phonics Phase 4 Developing Phase 5 Secure Phase 5 Stage 7 Stage 8 Stage 9						
		Points 1.0 - 1.1 1.2 - 1.3 1.4 - 1.5 1.6 - 1.7 1.8 - 1.9						
		Can distinguish between a word, a letter and a space.						
		Can point to a full stop in text (may only be in big books).						
A at	ivete Drien	Can read some of YR (P1) high-frequency words list.						
	ivate Prior Iowledge	Can read most YR (P1) high-frequency words.						
	&	Can read YR (P1) and some Y1-2 (P2-3) high-frequency words.						
Wo	rd Reading	Can use phonic knowledge to attempt unknown words.						
	Skills	Recognises familiar words (e.g. YR (P1) high-frequency words) in simple texts.						
		Can read aloud and is beginning to use expression to show awareness of punctuation (. at this stage).						
Can use knowledge of letters, sounds and words to establish meaning when reading aloud.								
	Vocabulary	Can use nictures (unprompted) and texts to identify meaning						
	1a - draw on knowledge of	Can notice and begin to explain interesting words ('WOW' words grow with the age of the child).						
(u	vocabulary to understand texts	Is beginning to identify when reading does not make sense and attempts to self-correct.						
(Comprehension)	- - - - - - - - - -	Can choose and talk about a book from a selection.						
hei	Predict 1e - predict what	Is beginning to make predictions based on titles tout blurb and/or nictures						
pre	might happen on the basis of what has been read so far	Can make plausible predictions about the plot of an unknown story, using the text and other book features.						
E	been redu so jur	So for Can make plausible predictions about characters, using knowledge of the story, own experiences etc.						
Ŭ	Features of	of With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level (may be using picture clues if not prompted).						
~	1b - identify / explain							
APPL	key aspects of fiction and non-fiction texts, such as characters, events,	Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story opening and endings, where rhyme occurs in poems and simple common features of non-fiction texts).						
DA	titles and information	Can answer simple questions/find information in response to a direct, literal question.						
AND	Inference	Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions. i.e. Why did (character) do/think/feel (example from text)?						
E E	1d - make inferences from	Can relate stories/texts to their own experiences where appropriate.						
PRACTICE	the text	Is beginning to provide simple explanations about events or information.						
РВ	Sequence 1c - identify and	Can retell familiar stories with growing confidence.						
	explain the sequence of events in texts	Can retell stories, including significant events/main ideas in sequence.						
	Review	Listens attentively to stories at an appropriate interest level.						
		Can talk about likes/dislikes of stories and information texts.						
		Can express opinions about main events and characters in stories (e.g. good and bad characters).						

GUIDED READING – PLANNING & EVALUATION SHEET

Text:	Phase:	Group (pupil initials):	Year group:	
Staff:			Date:	

Activating prior knowledge: (focusing activity/recapping on previous learning/skills) **Predicting:** (note/model how to identify what the prediction is based on)

Decoding: (focus for Session 1)			
GPCs	Words		
Prosody: (focus for Session 2)	Comprehension: (content domain focus for Session 3)		

Session Evaluation Notes: (include areas of focus for future sessions / common misconceptions to address

HEAP BRIDGE VILLAGE PRIMARY **SCHOOL**



Year 1 – Practice / Guided Reading

Assessment Overview

Guided Reading – Planning Sheet – pro-forma 1.

Headteacher

Mr M Cockcroft