

Pupil's name:



Upton Infant School

Year One Reading Key Performance Indicators (KPIs)

Evidence

Word Reading

1 2 3

B	• Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes			
B	• Read accurately by blending the sounds in words with up to five known graphemes			
B	• Read some common exception words			
B	• Read aloud books that are consistent with their phonic knowledge, without guessing words			
E	• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.			
E	• Read accurately by blending sounds in unfamiliar words including words of more than one syllable (e.g. names of characters and places, flute, tractor).			
E	• Read most (80%) common exception words			
E	• Read aloud, with 95% accuracy, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (e.g. Read, Write, Inc: Blue).			
E	• Read words containing taught suffixes (e.g. -s, -es, -ing, -ed, -er, -est).			
E	• Read words with contractions (e.g. I'm, I'll, we'll).			
X	• Read accurately some words of two or more syllables that contain the same GPCs			
X	• Read most common exception words, noting unusual correspondences between spelling and sound			
X	• Read most words accurately without overt sounding/blending to allow them to focus on their understanding			

Comprehension

1 2 3

B	• Talk about events in the story that they have heard or read and link them to their own experiences			
B	• Recognise and join in with predictable phrases when listening to familiar stories or rhymes			
B	• Retell some of the story that they have heard or read			
B	• Explain their understanding of familiar stories or rhymes which are read to them			
E	• Listens to, engages with and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (e.g. Daily story time).			
E	• Is familiar with and can retell some familiar stories, rhymes and poems that have been read and discussed with them (e.g. key stories, fairytale stories and traditional tales).			
E	• Checking that the text makes sense to them as they read. (e.g. identifying inaccurate reading, mispronunciation of words, punctuation).			
E	• Discuss the significance of the book title			
E	• Discuss the key events in the book			
E	• Predict what might happen on the basis of what has been read so far			
E	• Can make simple inferences (how a character is feeling)			
X	• Explain what has happened so far in what they have read			
X	• In books they read themselves, answer questions and make inferences on the basis of what is said and done			
X	• Make plausible predictions of what might happen on the basis of what has been read so far			