

End of Year 1 Reading Assessment

	End of FS	1.1	1.2	1.3
Decoding				
<p>KPI apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Discriminate write and read all set 1 sounds including sh, ch, nk, ng, qu, th and read the extra sounds of ll, ff, zz</p> <p>GLD of 2 in reading Reading at green/purple RWI level.</p>	<p>Practise and reinforce from FS - Set 1 and early set 2 sounds.</p> <p>Children show competency at reading all set 1 and some set 2 sounds</p> <p>Children show competency in reading words containing set 1 and some set 2 sounds. ay, ee, igh, ow, oo, oo</p> <p>Children should be confidently reading Pink LEVEL RWI.</p> <p>Children are beginning to read all phonemes in set 2</p>	<p>Practise and reinforce from Term 1 - show mastery of all phase 2 sounds</p> <p>Children are able to read words containing phonemes from set 1 and set 2</p> <p>Children should be confidently reading yellow level RWI</p> <p>Able to respond speedily with the correct sound to graphemes in set 1 and set 2.</p>	<p>Practise and reinforce from Term 2</p> <p>Children show competency to read words containing phonemes within set 2 and early set 3. a-e, ea, i-e, o-e, u-e, oi</p> <p>Children should be confidently reading blue level RWI at a speed of 60+ words per minute.</p> <p>Competently respond speedily with the correct sound to graphemes in set 1, 2 and early set 3. a-e, ea, i-e, o-e, u-e, oi</p>
<p>KPI read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Beginning to read accurately by blending sounds in unfamiliar words using phonic knowledge of set 1.</p>	<p>Able to read accurately by blending sounds in unfamiliar words using phonic knowledge of set 1 and early set 2.</p>	<p>Competent to read accurately by blending sounds in unfamiliar words using phonic knowledge of set 1 and 2.</p> <p>beginning to read accurately by blending sounds in unfamiliar words using phonic knowledge of set 3</p>	<p>Competent to read accurately by blending sounds in unfamiliar words using phonic knowledge of set 3.</p>
KPI	Able to read all tricky	Able to read all tricky words	Able to read all tricky words	Competent to read all tricky

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read common exception (tricky) words, noting unusual correspondences between spelling and sound and where these occur in the word	words introduced up to and including those found in green/purple.	tricky words introduced up to and including those found in Pink.	able to read exception words introduced up to and including those found in Yellow.	words introduced up to and including those found in Blue.
KPI read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read any set 1 phoneme Read words containing 3 or 4 single letter sounds. E.g. spot, zip, clap or 3 sounds e.g. think, off, chin	Confidently read words containing any set 1 phoneme or the phonemes at the start of set 2. Read words containing 3 or 4 single letter sounds. E.g. spot, zip, clap or 3 sounds e.g. think, off, chin	Able to read words containing taught GPCs and -s, -es, -ing, -ed, -er endings Read words containing 5 sounds. E.g., twist, first, chicken, thinking, splits	Competent to read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read words containing 5+ sounds.
KPI read other words of more than one syllable that contain taught GPCs		Read multisyllabic words containing set 1 or early set 2.	Read multisyllabic words containing set 1 and set 2 phonemes.	Read multisyllabic words containing set 1, set 2 or early set 3 phonemes.
Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)		Understands an apostrophe stands for a missing letter	Read words with contractions	Read words with contractions and understand what the apostrophe represents the omitted letter(s)
KPI Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out the words.	GLD 2 in reading Be reading - competent at green/purple.	Read aloud accurately books that are consistent with set 1 and early set 2 phonic knowledge and that do not require them to use other strategies to work out the words. - Banding = PINK RWI	Able 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. Banding = Yellow RWI	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. Banding = Blue RWI

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Re read these books to build up their fluency and confidence in word reading		Re read these books to build up their fluency and confidence in word reading	Re read these books to build up their fluency and confidence in word reading	Re read these books to build up their fluency and confidence in word reading
	End of FS	1.1	1.2	1.3
<u>Comprehension</u>				
<u>ON TEXTS READ TO THEM:</u>				
Develop pleasure in reading, motivation to read, vocabulary and understanding by:				
<u>KPI</u> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they hear to their own experiences - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart - <u>Discussing</u> word meanings, linking new meanings to those already known 		<u>ON TEXTS READ TO THEM:</u> <u>Beginning to</u> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they hear to their own experiences - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Recognising and joining in with predictable phrases 	<u>ON TEXTS READ TO THEM:</u> <u>Being Able to</u> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they hear to their own experiences - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Recognising and joining in with predictable phrases 	<u>ON TEXTS READ TO THEM:</u> <u>Being Competent to</u> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they hear to their own experiences - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Recognising and joining in with predictable phrases

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		- Learning to appreciate rhymes and poems, and to recite some by heart <u>-Discussing word meanings, linking new meanings to those already known</u>	- Learning to appreciate rhymes and poems, and to recite some by heart <u>-Discussing word meanings, linking new meanings to those already known</u>	- Learning to appreciate rhymes and poems, and to recite some by heart <u>-Discussing word meanings, linking new meanings to those already known</u>
WHEN READING INDEPENDENTLY: Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Being encouraged to link what they read to their own experiences		WHEN READING INDEPENDENTLY: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <u>Beginning to</u> - link what they read to their own experiences	WHEN READING INDEPENDENTLY: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <u>Being Able to</u> - link what they read to their own experiences	WHEN READING INDEPENDENTLY: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <u>Being Competent to</u> - link what they read to their own experiences
Understand both the books they can already read accurately and fluently and those they listen to by:				
Drawing on what they already know or on background information and vocabulary provided by the teacher		Beginning to draw on what they already know or on background information and vocabulary provided by the teacher	Able to draw on what they already know or on background information and vocabulary provided by the teacher	Competent to draw on what they already know or on background information and vocabulary provided by the teacher
<u>KPI</u> Checking that the text makes sense to them as they read and correcting inaccurate reading	Self-monitor their own reading Recognise when an error has been made Self-correcting using visual information they know (phonics knowledge)	Begin to: Self-monitor their own reading Recognise when an error has been made Self-correcting using visual information they know (phonics knowledge)	Able to: Self-monitor their own reading Recognise when an error has been made Self-correcting using visual information they know (phonics knowledge)	Competent to: Self-monitor their own reading Recognise when an error has been made Self-correcting using visual information they know (phonics knowledge)

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KPI Discussing the significance of the title and events	Can identify the title	Can identify the title Beginning to discuss the significance of the title	Able to identify the title and discuss major events	Can identify major events and their significance within the story link to one another (cause and effect)
KPI Continue making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	When making an inference on text is modelled - the child can justify it	When making inference on text is modelled - the child can justify it and explain why Able to make inferences about text when it is supported by a teacher	Competent to make inferences about text when supported by a teacher and beginning to do this independently Eg - identify who is speaking in the story Comments/questions about meaning of parts of text eg. Details of illustrations diagrams, changes in font style Predict what might happen
Continue predicting what might happen on the basis of what has been read so far	Continuing predicting what might happen on the basis of what has been read so far	Continue predicting what might happen on the basis of what has been read so far	Continue predicting what might happen on the basis of what has been read so far	Continue predicting what might happen on the basis of what has been read so far
Participate in discussion about what is read to them, taking turns and listening to what others say		Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say
KPI Explain clearly their understanding of what is read to them		Explain clearly their understanding of what is read to them	Explain clearly their understanding of what is read to them	Explain clearly their understanding of what is read to them

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KPI Cognitive Domain - comprehension skills Ability to answer questions in the 5 key cognitive areas	Able to answer question level 2/3 difficulty questions on an appropriate text matched to their technical ability (RWI level) Or when text is accessed by the teacher from the representative book selection, children are able to answer level 2/3 question Children who are able to answer level 4 type questions are above = above in this area Children able to answer level 1 type questions = below level in this area		
	18 objectives 13 KPI's covered	18 objectives 13 KPI's covered	18 objectives 13 KPI's covered

In the early stages of reading development, the text on which children operate independently can be very limited. It is therefore key that the teacher develops the above cognitive skills through shared texts frequently (for example when sharing a text at class/group level, the teacher articulates their behaviours as a reader demonstrating self-monitoring, self-correcting, making inferences, predictions and articulating their understanding of what they are reading

Cognitive Domain:

Children, at these early stages, would become competent at level 1 and 2 questions but would be beginning to show an ability with level 3 and 4 orally. The children's written ability must be taken into consideration when asking the child to respond in the appropriate manner

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ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 1

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	<p>Confident in reading PINK RWI</p> <p>ALL KPI's plus 85% of 5 remaining 1.1 objectives = 4 further objectives</p> <p>Working at cognitive domain 2 or 3</p>	<p>Reading at GREEN level at least</p> <p>ALL KPI's plus 85% of 5 remaining objectives = 4 further objectives AND Working at cognitive domain 4</p>
Assessment Point 2	Below expected →	<p>Reading at Yellow RWI level</p> <p>ALL KPI's plus 85% of 5 remaining 1.2 objectives = 4 further objectives</p> <p>Working at cognitive domain 2 or 3</p>	<p>Reading in ORANGE at least</p> <p>ALL KPI's plus 85% of 5 remaining objectives = 4 further objectives AND Working at cognitive domain 4</p>
Assessment Point 3	Below expected →	<p>Confident reading BLUE at a speed of 60 + words per minute.</p> <p>ALL KPI's plus 85% of 5 remaining 1.3 objectives = 4 further objectives AND ALL of 1.1 met</p> <p>Working at cognitive domain 2 or 3</p>	<p>Confident in TURQUIOSE at least</p> <p>ALL KPI's plus 85% of 5 remaining objectives = 4 further objectives AND All 1.2 met</p> <p>Working at cognitive domain 4</p>

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	Below expected	At expected	Above expected
Read Write Ink	Children show competency at reading all set 1 phonemes	Children are able to read phonemes within set 2. Passed Year 1 phonics test	Children are able to read and comprehend texts from Blue or above. Children are able to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, including those in the top 200 common words
Reading band	PINK RWI	Yellow RWI	Blue RWI
Cognitive understanding	When reading books... Independently and able to answer cognitive level 1 questions independently both orally and written When sharing text, able to answer level 1 cognitive questions and beginning to answer level 2 with support	When reading books... Independently and able to answer cognitive level 1 and 2 questions independently Beginning to answer level 3 cognitive questions verbally Can record answers to questions levels 1 and 2 independently When sharing text, able to answer cognitive questions at level 1, 2 and 3 Beginning to answer level 4 with some support	When reading books... Independently and able to answer cognitive level 1 and 2 questions independently both orally and written Able to answer level 3 cognitive questions verbally and written Beginning to answer level 4 with increasing independence some support orally
Cognitive + Technical =	If a child is reading below according to reading bands but answering cognitive domain level 2/3 = BELOW If a child is at appropriate reading bands but are only answering cognitive domain level 1 = BELOW If a child is at appropriate reading bands and answering cognitive domain level 2/3 = AT EXPECTED If a child is above the appropriate reading bands and answering cognitive domain level 2/3 = AT EXPECTED If a child is at appropriate reading bands and answering cognitive domain level 4 = ABOVE If a child is above the appropriate reading bands and answering cognitive domain level 4 = MASTERY		