



# Doddinghurst Infant School

Church Lane, Doddinghurst, Brentwood, Essex, CM15 0NJ

## Reading Assessment Points

We believe reading plays a vital part in the education of children at Doddinghurst Infant School. It supports their access to all areas of the curriculum by helping to develop confident learners with access to a range of knowledge and fundamental to their educational success.

### INTENT:

- To provide high quality consistent phonics lessons, to develop reading fluency for all children.
- To teach a balanced and creative curriculum using rich vocabulary, high quality *Power of Reading* texts to promote a love of reading across the school.
- To deliver weekly, high quality reading sessions with a decoding, prosody and comprehension focus.

### Year 1 Expectations:

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

10 points	Autumn	Blue book band
<b>Word reading</b>	Can use all GPCs from phase 3 of letters and sounds to decode unknown words at phase 4 expectation (CVCC, CCVC, CCVCC, CCCVC)	
	Read words with two or more digraphs (e.g. 'queen' 'thicker')	
	Read all <i>Little Wandle</i> taught Year 1 Aut 1 tricky words	
	Read all <i>Little Wandle</i> taught Year 1 Aut 2 tricky words	
	Read root words ending in 'ing' 's'	
	Read words with one syllable with known GPCs.	
	Recognise and read known 'tricky words' when reading simple texts.	
	Read out loud with some accuracy (word to word reading)	
<b>Comprehension</b>	<b>Knowledge of vocabulary</b> – Which word closely matches the meaning of the word ... ?	

	<b>Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</b> - <i>Who are the characters in this story? Where does this story take place?</i>	
	<b>Identify and explain the sequence of events in texts</b> - <i>What is the first/last thing to happen in the story?</i>	
	<b>Make inferences from the text (using reasoning skills to interpret beyond the literal)</b> - <i>What does this sentence tell you about [insert name]?</i>	
	<b>Predict what might happen on the basis of what has been read so far</b> – <i>Do you think this is going to be a fiction or non-fiction book? Why do you think that?</i>	
	<b>Deduction – coming to a logical conclusion from the information/evidence available</b> - <i>Why do you think that?</i>	
	<b>Skimming and scanning</b> - <i>Read the title, subtitles and subheadings to reveal what the text is about.</i>	
<b>11 points</b>	<b>Spring</b>	<b>Green book band</b>
<b>Word reading</b>	Can use all taught GPCs from phase 5 to decode unknown words.	
	Read taught <i>Little Wandle</i> Aut and Spr 1 tricky words	
	Read words with 2 syllables with known GPCs.	
	Read root words ending in ‘es’ ‘ed’	
	Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	
	Recognise a wider range of words including tricky words and knows that decoding is not needed.	
	Read out loud taking into account full stops.	
<b>Comprehension</b>	<b>Knowledge of vocabulary</b> – <i>How does this word/description make you feel?</i>	
	<b>Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</b> - <i>Which part of the story do you think describes the setting best? What happens in the story?</i>	
	<b>Identify and explain the sequence of events in texts</b> - <i>Where is the setting for this story? Who is the main character in the story?</i>	
	<b>Make inferences from the text (using reasoning skills to interpret beyond the literal)</b> - <i>Why did [insert name] do this?</i>	
	<b>Predict what might happen on the basis of what has been read so far</b> – <i>Let’s read the blurb on the back cover. What kind of person do you think [insert name] might be?</i>	
	<b>Deduction – coming to a logical conclusion from the information/evidence available</b> - <i>How can you tell?</i>	
	<b>Skimming and scanning</b> - <i>Look at the illustrations for clues.</i>	
<b>12 points</b>	<b>Summer</b>	<b>Orange book band</b>
<b>Word reading</b>	Is beginning to identify when reading does not make sense and attempts to self-correct.	
	Can use all GPCs and alternatives from taught <i>Little Wandle</i> phase 5 sounds to decode unknown words.	
	Reads all Year 1 <i>Little Wandle</i> tricky words	
	Read multisyllabic words with all GPCs.	
	Read root words ending in ‘est’ ‘er’	
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	

	Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
	Re-read books to build up fluency and confidence in word reading.	
Comprehension	<b>Knowledge of vocabulary</b> – <i>What does the word ... tell you about ... ? [setting, character, atmosphere, mood]</i>	
	<b>Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</b> - <i>Who are the characters in this story? Where does this story take place?</i>	
	<b>Identify and explain the sequence of events in texts</b> - <i>Describe what happens in the beginning, middle and end of this text</i>	
	<b>Make inferences from the text (using reasoning skills to interpret beyond the literal)</b> - <i>Why do you think [insert name] was [surprised/happy/sad/angry]?</i>	
	<b>Predict what might happen on the basis of what has been read so far</b> – <i>What do you think is going to happen to [insert name] next? Why do you think this? What clues are there?</i>	
	<b>Deduction – coming to a logical conclusion from the information/evidence available</b> - <i>What evidence suggests that?</i>	
	<b>Skimming and scanning</b> - <i>Skim over the text, looking for key words.</i>	