



Year 1 Reading Attainment and Progress Grid:

Reading Assessment Timetable:								
Autumn			Spring			Summer		
Sept	Baseline	T	February	RWInc grouping using Assessment 2	Reading Leader	May	RWInc grouping using Assessment 2	Reading Leader
September	RWInc grouping using Assessment 1	Reading Leader	February	Comprehension and Grammar Test 3	T	May	Comprehension and Grammar Test 5	T
October	Assessment Week	T	February	Assessment Week	T	May	Phonic Screening check practise	T / RL
October	Comprehension and Grammar Test 1	T	March	Phonic Screening Check practise	T /RL	May	Assessment Week	T
October	RWInc grouping using Assessment 1	Reading Leader	April	RWInc grouping using Assessment 2	Reading Leader	June	Phonic Screening Check	Reading Leader
November	Phonic Screening Check practise	T /RL	April	Comprehension and Grammar Test 4	T	June	RWInc grouping using Assessment 2	Reading Leader
December	RWInc grouping using Assessment 1	Reading Leader	April	Assessment week	T	June	Comprehension and Grammar Test 5	T
December	Comprehension and Grammar Test 2	T	April	PIRA test	T	June	Assessment Week	T
December	Assessment Week	T				June	PIRA test	T
December	PIRA test	T						

Assessment notes / Info

- Reading Leader will complete RWInc assessments (sounds, word reading and simple comprehension) for grouping children homogenously for daily RWInc phonics and Reading. Information will be handed to teachers regarding un/known sounds and also the level book children are reading so that children can be assessed the following grid.
- Children will complete RWInc Comprehension and Grammar mini tests each half term. Children who can read Set 1 and 2 sounds will complete tests 1,2,3,4 and Set all 1,2,3 sounds for tests 5,6.
- In November, March and May, children will practise the Phonic Screening Check in preparation for the Test in June. The assessment from this will help Reading Leader support teachers and children with planning for next steps to ensure the majority of children pass the check. RWInc concentrate on nonsense words, but will also ensure children practise past papers – same one each time to build up a picture of their growing sound / grapheme knowledge.
- PIRA tests will be completed at the end of each big term and data analysed by Reading Leader and SLT. This data will also support T assessing their children at the end of the term.



	Autumn (Developing)	Spring (Expected)	Summer (Embedded)	
Decoding				
Phonics level – according to RWInc book colour	<p>Read books with 150 words</p> <p>Green book</p> <ul style="list-style-type: none"> Set 1 sounds speedily Can read flat, pink, help, thick using Fredtalk Can read alien words plut, dimp, criff, slom using fredtalk <p>Purple book</p> <ul style="list-style-type: none"> Set 1 sounds speedily Can read with, off, thin, will, his, them, that, have speedily <p>Pink book</p> <ul style="list-style-type: none"> Set 1 and ay, ee, igh, ow, oo, oo speedily Can read tray, creep, sight, blow using Fred talk Can read lots, black, long, this, them, went, that, stop speedily Can read alien words skay, spoom, smoll, fleep using Fredtalk <p>Orange book</p> <ul style="list-style-type: none"> Set 1 sounds and ay, ee, igh ow, oo ,oo, ar, or, air ,ir, ou, oy speedily Can read start, horse, stair, house, boy using Fredtalk Can read rest, smell, soft, play, feel, stay, which, about speedily Can read norg, ouf, firb, stoy using Fredtalk 	<p>Read books with 250 words</p> <p>Orange book</p> <ul style="list-style-type: none"> Set 1 sounds and ay, ee, igh ow, oo ,oo, ar, or, air ,ir, ou, oy speedily Can read start, horse, stair, house, boy using Fredtalk Can read rest, smell, soft, play, feel, stay, which, about speedily Can read norg, ouf, firb, stoy using Fredtalk <p>Yellow book</p> <ul style="list-style-type: none"> Set 1 and 2 sounds speedily Review Set 3 sounds Can read alien words harn, blirf, gorm, doup, scoy, stull, clisk, yair using Fredtalk Can read tree, light, slow, feet, start, fair, party, away, yellow, this speedily. 	<p>Read books with 300-350 words</p> <p>Blue books</p> <ul style="list-style-type: none"> Set 1,2 and a-e, ea, i-e, o-e, u-e, oi, speedily Read alien words blafe, shorp, spime, shule, smean, glope using Fredtalk Can read 60-70 words a minute Read with intonation to show comprehension <p>Grey book</p> <ul style="list-style-type: none"> Set 1,2,3 sounds speedily Can read alien words flike, snewn, plaw, flear, prule, brewp, birtle Can read 70-80 words per minute Read with intonation to show comprehension 	
	Phonics application	Responds with increasing accuracy, giving the correct sound in graphemes for all Set 1 and most Set 2 sounds.	Responds speedily with the correct sound to graphemes for Set 1, 2 and Set 3 sounds and knows most Set 3 alternative sounds.	Responds speedily with the correct sound to graphemes for Set 1, 2 and Set 3 sounds including Set 3 alternative sounds.



	Uses phonic knowledge to decode simple regular words (CVC, CCVC, CVCC, CVVC) in accordance with RWInc pink / orange book level words		Blends sounds in unfamiliar words containing GPCs that have been taught.		Reads other words of more than 1 syllable that contain all GPCs taught.	
	Recognises and reads at least 15 red words		Recognises and reads at least 30 red words, noting unusual correspondence between spelling and sound and where these occur in the word.		Recognises and reads at least 45 red words explaining unusual correspondence between spelling and sound and where these occur in the word.	
	Reads and understands simple sentences.		Is developing confidence and fluency when re-reading books.		Read words containing taught GPCs and comparatives '-er, '-est.	
			Read words containing taught GPCs and -s, -es, -ing, -ed, endings		Read words with contractions.	
					Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies	
Comprehension						
Reading Domains 1a: Draw on knowledge of vocabulary to understand texts (LSP)						
Reading Domains 1b: Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Comp)						
Reading Domains 1c: Identify and explain the sequence of events in texts (Comp)						
Reading Domains 1d: Make inferences from the text (inference)						
Reading Domains 1e: Predict what might happen on the basis of what has happened before (inference)						
	Autumn	Spring		Summer		
Comprehension and Understanding Reading Domains b, c	Can recognise and join in with predictable phrases		Can recite simple rhymes.		Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently.	
	Is able to retell a simple known story		Being familiar with key stories and retelling them with some detail.		Able to discuss particular characteristics of key stories, fairy stories and traditional stories	
	Understand what is read to them by talking very simply about a character or an event		Is beginning to discuss the significance of titles and events.		Use background information and known information to understand books they have read and that are read to them.	
	Chooses books with guidance		Listens to and discusses some poems, stories and non-fiction at a level which they can read independently and that are also read to them.		Is able to discuss the significance of title and events.	
	Begins to participate in discussions about books.		Participates in discussions about what is read to them, taking turns and listening to what others say.		Check that the books make sense to them by using background knowledge, and self-correcting. Contributes confidently in discussions about books.	
Retrieval	Answer simple questions orally about what they have read and what is read to them.		Answer questions about what they have read and what is read to them.		Answer questions in both oral and written form about what they have read and what is read to them.	
	Identify where answers have been found in a text by pointing.		Identify where answers have been found in a text by re-reading.		Answer simple retrieval questions	



Inference Reading Domains d,e	Can group books together on a similar theme		With prompting, can make simple links between what they've heard or read.		Can link what they have read or heard to their own experience.	
	With support, can make a simple prediction of what might happen in a story.		With support is able to make a simple prediction of what might happen next in a story, based on what has been read so far.		Can make simple predictions and begin to use the text to support their answer.	
	Is able to listen and join in with recurring language in a poem		Is beginning to learn and recite some simple, short poems		Can recite some simple short poems	

Language, Structure and Presentation Reading Domain a	Begins to understand the difference between Fiction and Non-Fiction		Understands the difference between Fiction and Non-Fiction.		Demonstrates an awareness of how to use age-appropriate non-fiction books to find information.	
	With support, can identify a word that is unfamiliar		Is beginning to discuss word meanings and with prompts is beginning to link new meanings to those already known.		Is able to discuss word meanings and make links with words already known	

Expected: Children to read aloud, sounding out unfamiliar words accurately and without undue hesitation, reading with some confidence and fluency. They are confident in reading Set 1,2,3 sounds in words. They can read books with between 300-350 words and more than one type of book for pleasure and are able to make inferences based on what is being said or done. They can identify sequences of events in texts and offer explanations of how the items of information relate to one another. They also check that their reading makes sense to them and correct any inaccurate reading.			Greater Depth: Children are confident in talking about different fiction and non-fiction books. They are able to read approx. 70 words per minute, sounding out without undue hesitation, making changes on the go to correct inaccurate reading. They are developing fluency and pausing at punctuation. They can discuss word meanings and make links with known words independently.		
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Glossary

GPC – Grapheme, phoneme correspondence

Red words – words that cannot be 'fredtalked' – common exception words such as 'said', 'because'

Fred Talk – sound out and blend to read words.