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| **Working Towards** | **Word Reading**1. I can begin to recognise when a word does not make sense
2. I am starting to read with fluency.

**Comprehension**1. In texts read to me, I can make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.
2. I can raise simple questions about texts that are read to me.
3. I can retell familiar stories and rhymes and talk about their key features.
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| **Working At** | **Word Reading**1. I can recognise when a word does not make sense
2. I am reading with more fluency and increasing confidence.
3. I can blend accurately and speedily using known graphemes.

**Comprehension** 1. I participate actively in listening and sharing a wide range of books.
2. When reading simple texts, I can make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.
3. With support, I can link own experiences to what I have read.
4. I can make predictions about reading from a title and front cover of a book.
5. I can discuss word meanings of simple words.
6. I can raise simple questions about texts I have read.
7. I can answer simple, information retrieval questions about texts.
8. I can recognise and join in with predictable phrases.
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| **Greater Depth** | **Word reading**1. I can re-read with fluency and confidence.
2. I can read accurately.
3. I can read common exception words accurately.

**Comprehension** 1. I choose to read.
2. I can make predictions about reading from what has been read so far.
3. I can discuss word meanings, making links to known vocabulary.
4. I can link title to key events in a text.
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**Year 1 Reading Assessment Sheet**

**Child’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**