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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. |
| **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. |
| **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. |

**Year 1 Reading Assessment Sheet**

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

