

**Netherbrook Primary School**  
**Reading Assessment: Stage 1**



<b>Word Reading</b>		<b>Comprehension</b>	
1	Apply phonic knowledge and skills as the route to decode words	<b><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></b>	
		12	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
2	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	13	being encouraged to link what they read or hear read to their own experiences
		14	becoming very familiar with key stories, fairy stories and traditional tales
3	Read accurately by blending sounds in unfamiliar words	15	retelling key stories, fairy stories and traditional tales considering their particular characteristics
4	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	16	recognizing and joining in with predictable phrases
5	Read common exception words	17	learning to appreciate rhymes and poems
6	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	18	reciting some rhymes and poems by heart
		19	discussing word meanings, linking new meanings to those already known
7	Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.	<b><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></b>	
		20	drawing on what they already know or on background information and vocabulary provided by the teacher
8	Read other words of more than one syllable that contain taught GPCs.	21	checking that the text makes sense to them as they read
		22	correcting inaccurate reading
9	Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	23	discussing the significance of the title and events
		24	making inferences on the basis of what is begin said and done
10	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 words.	25	predicting what might happen on the basis of what has been read so far
		26	participating in discussion about what is read to them, taking turns and listening to what others say
11	Re-read these books to build up their fluency and confidence in word reading.	27	explaining clearly their understanding of what is read to them

**Assessment Guidance**

Assessment Stage	1.1	1.2	1.3	1.4	1.5	1.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations