

Reading Assessment Outcomes

Skills	Stage 1
Word Reading	<ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme for all 40+ phonemes. • Blend sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word. • Read compound words. • Read words with contractions and understand that the apostrophe represents the missing letters. • Apply phonic knowledge and skills as the route to decode words. • Read words that end with -s, -ing, -ed, -est, es, -er. • Read words which start with -un. • Add -ing, -ed and -er to verbs. (Where no change is needed to the root word) • Read words of more than one syllable that contain taught GPCs. • Read books aloud accurately that are consistent with my developing phonic knowledge. • Re-read books to build up fluency and confidence in word reading.
Comprehension	<ul style="list-style-type: none"> • Link what I have heard or read to my own experiences. • Say what I like and dislike about a book. • Retell key stories such as fairy tales and traditional tales orally using narrative language and talk about the main characteristics. • Recognise and join in with predictable phrases. • Appreciate poems and rhymes and learn them by heart. • Use what I already know to understand texts. • Check that my reading makes sense and go back to correct when it doesn't. • Begin to draw inferences from the text and/or the illustrations. • Make predictions about the events in the text. • Explain what I think a text is about. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that of which read independently. • Discuss word meanings linking new meanings to those already known. • Identify and explain the significance of the title and events.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> • Read accurately and confidently words of 2 or more syllables. • Talk about favourite authors or genre of books. • Can predict what happens next in familiar stories. • Happy to read aloud in front of others. • Tell someone about likes and dislikes related to story they have read or a story they have had read to them. • Read a number of signs and labels in the environment drawing from phonic knowledge when doing so. • Aware of mistakes made because reading does not make sense. • Re-read a passage if unhappy with own comprehension. • Growing awareness of how non-fiction texts are organised. • Use illustrations as an important feature in aiding reading.