Reading Assessment Checklist

Year 1

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard									
Read and understand simple sentences									
Use phonic knowledge to decode regular words and read them aloud accurately									
Read some common irregular words									
Demonstrate understanding when talking with others about what they have read									
Working at the expected standard									
Match all 40+ graphemes to their phonemes (Phase 3)									
Blend sounds in unfamiliar words									
Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset									
Read compound words, for example, football, playground, farmyard, bedroom									
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)									
Read phonically decodable texts with confidence									
Read words containing 's, es, ing, ed, er , est' endings									
Read words which have the prefix –un added									
Add the endings –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 (grapheme, phoneme correspondence)									
Say what they like or dislike about a text									
Link what they read or hear read to their own experiences									
Retell key stories orally using narrative language									
Understand and talk about the main characteristics within a known key story									
Learn some poems and rhymes by heart									
Use prior knowledge, context and vocabulary provided to understand texts									
Check that the text makes sense to them as they read and correct miscues									
Begin to draw inferences from the text and/or the illustrations									
Make predictions based on the events in the text									
Explain what they understand about a text									
Working at Greater Depth									
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									