

## Reading Assessment Checklist

### Teacher Assessment Frameworks at the end of Key Stage 1 for 2018-2019

Name \_\_\_\_\_ Class \_\_\_\_\_

| Working TOWARDS THE EXPECTED STANDARD   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*   |  |  |  |  |  |  |
| Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*  |  |  |  |  |  |  |
| Read many common exception words*   |  |  |  |  |  |  |
| In a book closely matched to the GPCs above, the pupil can read aloud many words quickly and accurately without overt sounding and blending   |  |  |  |  |  |  |
| In a book closely matched to the GPCs above, the pupil can sound out many unfamiliar words accurately   |  |  |  |  |  |  |
| In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences   |  |  |  |  |  |  |
| Working at the EXPECTED STANDARD  |  |  |  |  |  |  |
| The pupil can:<br>read accurately most words of two or more syllables   |  |  |  |  |  |  |
| read most words containing common suffixes*   |  |  |  |  |  |  |
| read most common exception words*   |  |  |  |  |  |  |
| In age-appropriate books, the pupil can:<br>read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words |  |  |  |  |  |  |
| In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.   |  |  |  |  |  |  |
| In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading  |  |  |  |  |  |  |
| In a book that they can already read fluently, the pupil can answer questions and make some inferences  |  |  |  |  |  |  |
| In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.   |  |  |  |  |  |  |
| WORKING AT GREATER DEPTH  |  |  |  |  |  |  |
| In a book they are reading independently make inferences  |  |  |  |  |  |  |
| In a book they are reading independently make a plausible prediction about what might happen on the basis of what has been read so far  |  |  |  |  |  |  |
| In a book they are reading independently make links between the book they are reading and other books they have read.   |  |  |  |  |  |  |