

**educationGateshead ASSESSMENT PROFILE (G.A.P)
YEAR 1 READING GRID**

STAGE B: Typical Range of Year 1 Attainment			
	Beginning to develop Y1 expectations	Embedding understanding of Y1 expectations	Securely demonstrates application of Y1 expectations
AF1 WORD READING use a range of strategies including accurate decoding of text to read for meaning	Can read some common words in a text (e.g. HFW and green words for RWI)	Can read a wider range of common words in a text (e.g. HFW and green words in RWI)	Can read most common words in a text (e.g. HFW and green words in RWI)
	Can read some familiar common exception words	Can read a wider range of familiar common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (with some support)	Can read most familiar common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (with support)
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for some phonemes- <i>Order of these and expectation is dependent upon phonics scheme adhered to</i>	Respond speedily with the correct sound to graphemes (letters or groups of letters) for most phonemes	Respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes (Dependent upon phonics scheme)
	With support, is beginning to read and identify constituent parts of one or more syllable words that contain taught GPCs	With support can read and identify constituent parts of one or more syllable words that contain taught GPCs	Independently reads and identifies constituent parts of one or more syllable words that contain taught GPCs (e.g. pocket, sunset and thunder)
		Usually read words containing taught GPCs and –s, -ing, -ed,	Mostly read words containing taught GPCs and –s, -ing, -ed, –es, -er and –est
		With support can read words with contractions (e.g. I'm, I'll, we'll)	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter
	Beginning to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
AF2 Identify and retrieve key information from texts: understand, describe, explain select & use quotation & reference to text *Content Domain 1b & 1c	Use visual prompts to retell key stories, fairy stories and traditional tales	Can orally retell key stories, fairy stories and traditional tales in guided sessions	Is becoming familiar with key stories, fairy stories and traditional tales, Can retell some stories independently
	Is able to recite some familiar rhymes e.g. nursery rhymes, playground rhymes	Can recite some rhyming poems within a group	Can recite some rhymes and poems by heart
	Can answer simple, literal questions about the text	Can find specific information in simple texts	Find specific information in simple texts and recall simple details
AF3 Deduce, Infer & Predict *Content Domain 1d&1e	With support, will make predictions based on title, cover and blurb	With support, make predictions based on title, cover and blurb and begins to explain reasons for their choices	When making predictions discuss the significance of the title and give simple reasons for their choices Predict what might happen on the basis of what has been read so far
	Can use picture cues to make simple inferences about a text	With support, can make a simple inference about a text	Makes inferences on the basis of what is being said and done
AF4 Understanding structure and organisation of texts	*Knows the difference between fiction and non-fiction *Understands and uses language referring to rules of print e.g. <i>cover, page, word, letter, beginning and end.</i>	Can identify features of fiction and non-fiction texts with support	Compare the features of non-fiction and fiction texts
AF5 Writers' choice and use of language	Beginning to recognise and join in with predictable phrases in whole class or group reading.	Usually recognises and joins in with predictable phrases during independent reading.	Can recognise and join in with predictable phrases during independent reading.
	Uses the patterns and structures of a text when retelling and reciting e.g. retelling The Three Little Pigs – <i>'I'll huff and I'll puff...'</i> <i>'Once upon a time...'</i>	Will make a simple comment on the effect of patterns of language and repeated words and phrases.	Will make a simple comment on how the author has created a sense of surprise or suspense e.g. 'In a dark, dark wood there was a dark, dark house...'. 'He came closer and closer...'. Sample comment 'I was feeling scared because I didn't know what was coming.'

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AF6 Purpose, Viewpoint and personal responses	With support makes simple statements that express views about characters	Makes simple statements that express views about characters. With support, is able to give reasons for their views	Makes simple statements that express views about characters and story plots and is able to give simple reasons for their views
AF7 Social, cultural & historical traditions	In guided sessions, beginning to identify basic features of well-known stories <i>e.g. happily ever after and good v evil</i>	Can identify basic features of a wider range of traditional stories <i>e.g. what typically happens to good and bad characters and character types such as the handsome Prince, main character with a problem etc</i>	Can identify and comment on features of traditional stories with increasing confidence <i>e.g. common themes linking traditional stories such as typical settings, typical character roles, common plot or storyline</i>
	Comments on events, characters and ideas and, with prompting, will link to their own experiences	Comments on events, characters and ideas and is beginning to independently link these to their own experiences	Comments on events, characters and ideas and links these to their own experiences