



**Bentley St Paul's Primary School**  
**Reading Assessment Grids**  
**Year 1**



<b>Word Reading</b>						
I can apply phonic knowledge and skills as the route to decode words.						
I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.						
I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.						
I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.						
I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.						
I can read other words of more than one syllable that contain taught GPCs.						
I can read words with contractions, and understand that the apostrophe represents the omitted letter(s).						
I can read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.						
I can reread these books to build up their fluency and confidence in word reading.						
<b>Comprehension</b>						
<b>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>						
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.						
Being encouraged to link what they read or hear to their own experiences.						
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.						
Recognising and joining in with predictable phrases.						
Learning to appreciate rhymes and poems, and to recite some by heart.						
Discussing word meanings, linking new meanings to those already known.						
<b>I can understand both the books I can already read accurately and fluently and those I listen to by:</b>						
Drawing on what they already know or on background information and vocabulary provided by the teacher.						
Checking that the text makes sense to them as they read and correcting inaccurate reading.						
Discussing the significance of the title and events.						
Making inferences on the basis of what is being said and done.						
Predicting what might happen on the basis of what has been read so far.						
I can participate in discussion about what is read to me, taking turns and listening to what others say.						
I can explain clearly my understanding of what is read to me.						
<b>Spoken Language (Common across Key Stage 1 and Key Stage 2)</b>						
I can listen and respond appropriately to adults and my peers.						
I can use relevant strategies to build their vocabulary.						
I can articulate and justify answers, arguments and opinions.						
I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.						
I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.						
I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.						
I can speak audibly and fluently with an increasing command of Standard English.						
I can participate in discussions, presentations, performances, roleplay/improvisations and debates.						
I can gain, maintain and monitor the interest of the listener(s).						
I can consider and evaluate different viewpoints, attending to and building on the contributions of others.						
I can select and use appropriate registers for effective communication.						