
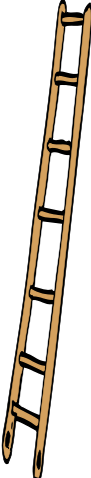




# Reading Assessment – Band 1

Name/s \_\_\_\_\_

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<b>Band 1</b> 	<ul style="list-style-type: none"><li>• I can apply phonic knowledge and skills as the route to decode words</li><li>• 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</li><li>• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li><li>• I can read other words of more than one syllable that contain taught GPCs</li><li>• I can read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li><li>• 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</li><li>• I can reread these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>• I can develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>* being encouraged to link what they read or hear to their own experiences</li><li>* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>* recognising and joining in with predictable phrases</li><li>* learning to appreciate rhymes and poems, and to recite some by heart</li><li>* discussing word meanings, linking new meanings to those already known</li></ul></li><li>• I can understand both the books I can already read accurately and fluently and those I listen to by:<ul style="list-style-type: none"><li>* drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>* checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>* discussing the significance of the title and events</li><li>* making inferences on the basis of what is being said and done</li><li>* predicting what might happen on the basis of what has been read so far</li></ul></li><li>• I can participate in discussion about what is read to me, taking turns and listening to what others say</li><li>• I can explain clearly my understanding of what is read to me</li></ul>	<ul style="list-style-type: none"><li>• I can listen and respond appropriately to adults and my peers</li><li>• I can ask relevant questions to extend my understanding and knowledge</li><li>• I can use relevant strategies to build their vocabulary</li><li>• I can articulate and justify answers, arguments and opinions</li><li>• I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• I can speak audibly and fluently with an increasing command of Standard English</li><li>• I can participate in discussions, presentations, performances, roleplay/improvisations and debates</li><li>• I can gain, maintain and monitor the interest of the listener(s)</li><li>• I can consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• I can select and use appropriate registers for effective communication</li></ul>