Year 1 Wilby CEVC Primary School Reading tracker

Group/Class:

Word Reading
Pupils can:

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use phonics scheme for expanded assessment of this element]

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and suffixes:*–s*, *–es*, *–ing*, *–ed*, *–er* and *–est* endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions and understand that the apostrophe represents the omitted letter(s)

Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-reads these books to build up their fluency and confidence in word reading.

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.	CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	PERFORM Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	REVIEW Discuss books read independently and as a group, justifying their views.

All Reading –Understanding reading
Begin to link what they read or hear read to their own experiences

Predict what might happen on the basis of what has been read so far

Make inferences on the basis of what is being said and done

Recognise and join in with predictable phrases

Discuss word meanings, linking new meanings to those already known

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read and correct inaccurate reading

Discuss the significance of the title and events

Reading Behaviour
Pupils can:

Discuss, explain and evaluate

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Understands the need to take turns.

Attitudes to reading

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts.

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (most words to be read without overt sounding-out)

Re-read these books to build up their fluency and confidence in word reading

Learn to appreciate rhymes and poems, and to recite some by heart