



# Ferndale Primary and Nursery School

## Year 1 – Guided Reading assessment

|    |                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | use phonic knowledge to help decode words, recognise common diagraphs, give correct sound to graphemes for all phonemes learnt and can give alternative sound for grapheme |
| 2  | decode CVC, CCVC and CVCC words                                                                                                                                            |
| 3  | blend sounds they know in new words                                                                                                                                        |
| 4  | use different strategies to work out unfamiliar words                                                                                                                      |
| 5  | use familiar parts within a word to read longer words and read 2 syllable words which contain all grapheme - phoneme correspondence learnt                                 |
| 6  | read irregular high frequency words - common exception words and point out unusual connection between spelling and sound in exception words                                |
| 7  | read words containing taught GPCs ending -s, es, ing, ed, er and est                                                                                                       |
| 8  | read simple contracted words and words containing GPC words taught in reception                                                                                            |
| 9  | read aloud accurately, books at their level of phonic knowledge and become more accurate/fluent after re-reading book                                                      |
| 10 | demonstrate an awareness of full stops when reading                                                                                                                        |
| 11 | use information they know to understand text i.e. given vocabulary and relate new words to ones already known                                                              |
| 12 | self check their reading and self correct their reading                                                                                                                    |
| 13 | give reasons behind events in text and explain why text has that title                                                                                                     |
| 14 | make simple deductions with help and prompts                                                                                                                               |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | give own justified views on what they have read and talk about enjoyable/interesting aspects of a text                                                |
| 16 | Take turns and listen to other points of view                                                                                                         |
| 17 | distinguish between fiction and non-fiction texts                                                                                                     |
| 18 | label diagrams/draw settings/characters using information found in the text read/listened to                                                          |
| 19 | can explain their understanding of the text                                                                                                           |
| 20 | read a wide range of texts                                                                                                                            |
| 21 | listen to and discusses a range of texts which are a level above their reading ability and begin to use appropriate terminology when discussing texts |
| 22 | link what they have read/heard to something they have experienced                                                                                     |
| 23 | can explain characteristics of key stories                                                                                                            |
| 24 | try to decipher word meaning                                                                                                                          |

Guided Reading Group:

Class:

Year:

Children in group:

Targets:

|                 | Task/Focus on key objective | Initials of children present | Initials of children achieved | Comments |
|-----------------|-----------------------------|------------------------------|-------------------------------|----------|
| Week 1<br>Date: |                             |                              |                               |          |
| Week 2<br>Date: |                             |                              |                               |          |
| Week 3<br>Date: |                             |                              |                               |          |
| Week 4<br>Date: |                             |                              |                               |          |
| Week 5<br>Date: |                             |                              |                               |          |
| Week 6<br>Date: |                             |                              |                               |          |

