<u>Durham Lane Primary School- Guided Reading Assessment: Year 1</u>   Name:

Children need opportunities to read and listen to a wide range of fiction and non-fiction, particularly traditional tales, fairy stories, poems, simple rhymes and a selection of reference books.
These objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	Word Reading			
	Phonics and decoding			
1	Can apply phonic knowledge and skills as the route to decode words.			
2	Can blend sounds in unfamiliar words using the GPCs that have been taught, including 'nonsense' words.			
3	Can respond speedily, giving the correct sound, to graphemes for all of the 40+ phonemes (including alternatives).			
4	Can read words containing taught GPCs.			
5	Can read words containing -s, -es, -ing, -er, -ed and -est endings.			
6	To read words with contractions, e.g. I'm, I'll and we'll and to understand that the apostrophe represents an omitted letter.			
	Common Exception Words			
7	Can read common exception words, such as those on the Y1 spelling list, noting unusual correspondences between spelling and sound and where these occur in words.			
	Fluency			
8	Can accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.			
9	Can re-read texts to build up fluency and confidence in word reading.			
10	Can read short sentences applying phonic knowledge and skills to decode words.			
	Comprehension			
	Understanding and correcting inaccuracies			
11	Begins to show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.			
12	Begins to check that a text makes sense to them as they read and to self- correct.			
13	Begins to explain clearly their understanding of what is read to them.			
	Comparing, contrasting and commenting			
14	Can link what they have read, or have had read to them, to their own experiences.			
15	Recognises some of the particular characteristics of fairy stories and traditional tales.			
16	Is becoming familiar with some of key stories, fairy stories and traditional tales and is starting to retell some of these with some detail.			
17	Can join in with discussions about a range of text types, taking turns and listening to what others say.			
18	Can discuss the significance of titles and events.			
	Words in context and authorial choice			
19	Begins to discuss word meaning and link new meanings to those already known.			
20	Can recognise and join in with predictable phrases.			
	Inference and prediction			
21	Begins to make simple inferences.			
22	Can make simple predictions about what might happen on the basis of what has been read so far.			
	Poetry and performance			
23	Begins to appreciate some simple rhymes and poems and to recite some by heart.			
24	Can contribute to group discussions about poems and rhymes.			
	Non-fiction			
25	To be introduced to and begin to understand the term non-fiction and recognise examples of these texts.			
26	Begins to discuss non-fiction books which have been read to them.			

Durham Lane Primary School- Guided Reading Assessment: Year 2   Name:

Children need to continue to read and listen to a wider range of fiction and non-fiction, particularly traditional tales, fairy stories, poems, simple rhymes and a selection of reference books. These objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	Word Reading			
	Phonics and decoding			
1	Can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.			
2	Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.			
3	Can accurately read most words of two or more syllables that contain the same grapheme-phoneme correspondences.			
4	Can read words containing common suffixes.			
	Fluency			
5	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.			
6	To re-read these books to build up fluency and confidence in word reading.			
7	In age appropriate books, can read words accurately without overt sounding out and blending, e.g. at over 90 words per minute, sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.			
8	To read longer sentences accurately, sometimes using correct expression.			
	Common Exception Words			
9	Can read common exception words, such as those on the Y1 and 2 spelling lists, noting unusual correspondences between spelling and sound and where these occur in the word.			
	Comprehension			
	Understanding and correcting inaccuracies			
10	Shows understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.			
11	Can check that the text makes sense to them as they read and to correct inaccurate reading.			
12	Can explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read independently.			
	Comparing, contrasting and commenting			
13	Can participate in discussions about books, poems and other works that they can read for themselves, explaining understanding and expressing their views.			
14	Are becoming increasingly familiar with and to retell a wider range of stories, fairy stories and traditional tales.			
15	Can discuss the sequence of events in books and how items of information are related.			
16	Can recognise simple recurring literary language in stories and poetry.			
17	Can ask and answer questions about a text.			
18	To begin to make links between the text they are reading and other texts they have read/experiences they have had.			
	Words in context and authorial choice			
19	Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.			
20	Can discuss their favourite words and phrases.			
	Inference and prediction			
21	Can make inferences on the basis of what is being said and done.			
22	Can predict what might happen on the basis of what has been read so far.			
	Poetry and performance			
23	Can discuss and express views about contemporary and classic poetry which they can read themselves.			
24	Is building up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.			
	Non-fiction			
25	Can listen to, discuss and express views about non-fiction.			
26	Can recognise that non- fiction books are often structured in different ways and identify some features.			