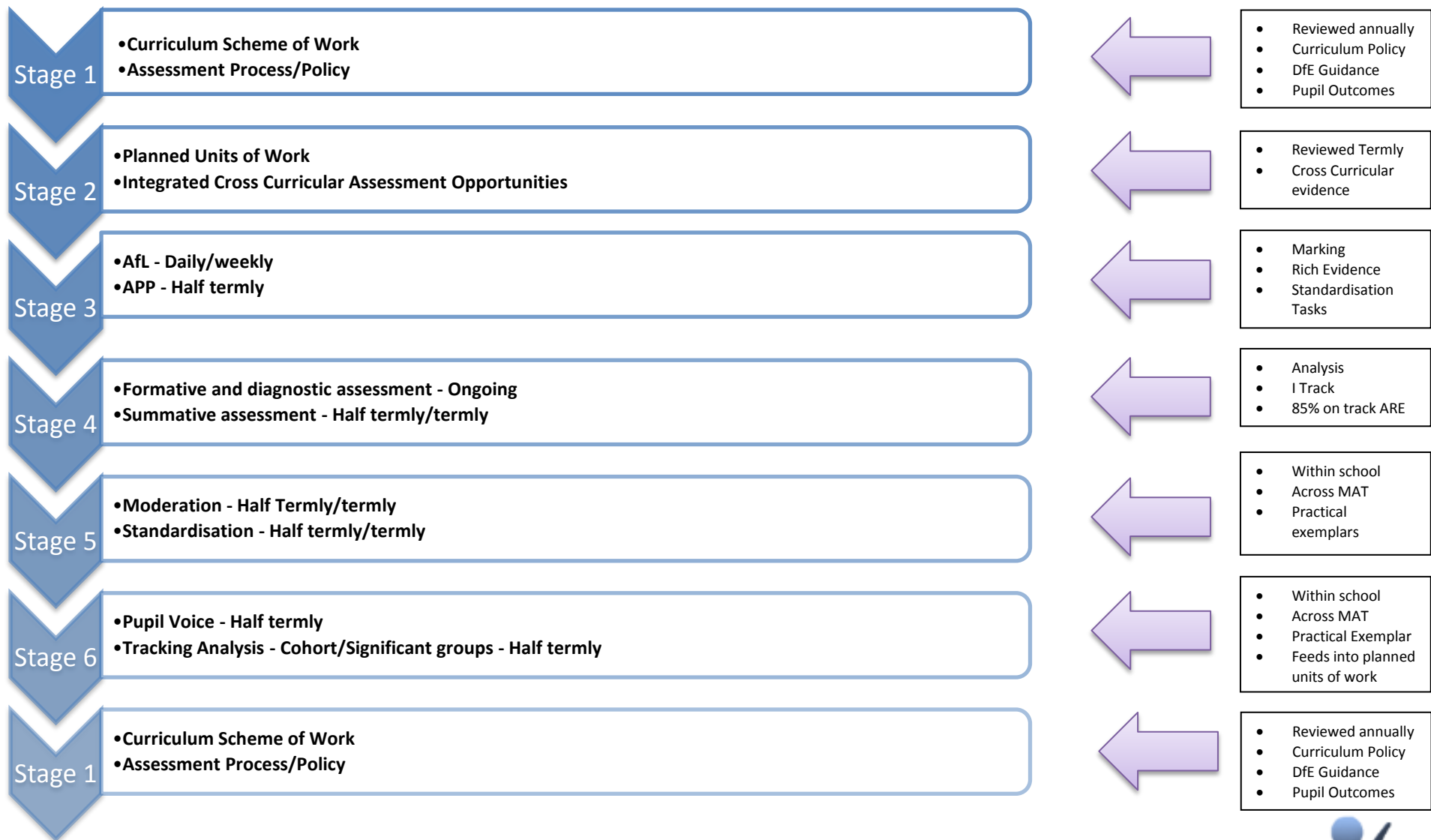




An Daras Multi Academy Trust

Assessing Pupil Progress – Reading (Y1)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 1
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 1 Non-Negotiable Expectations	Key Concepts
<p>Reading - Non-Negotiable</p>	<ul style="list-style-type: none"> • Secure with year group phonic expectations • Identify which words appear again and again • Recognise & join in with predictable phrases • Relate reading to own experiences • Re-read if reading does not make sense • Re-tell with considerable accuracy • Discuss significance of title & events • Make predictions on basis of what has been read • Make inferences on basis of what is being said & done • Read aloud with pace & expression, i.e. pause at full stop; raise voice for question • Recognise: <ul style="list-style-type: none"> ➢ capital letters ➢ full stops ➢ question marks ➢ exclamation marks ➢ ellipsis • Know why the writer has used the above punctuation in a text • Know difference between fiction and non-fiction
<p>Unlocking learning through Oracy - Non-Negotiable</p>	<ul style="list-style-type: none"> • Speak clearly and loudly enough to communicate meaningfully • Ask questions about matters of interest • Express feelings and ideas when talking about matters of interest • Start to develop ideas by adding detail to their speech • Start to understand how to take turns when speaking • Start to listen to others and respond appropriately • Join in with imaginative play taking on role of different familiar characters • Speak in complete sentences after modelling • Retell a familiar story in sentences, using narrative language • Recount an event or experience in sentences • Begin to understand how to change language when speaking to different listeners, e.g. peers and adults

ADMAT/ARE Year 1 Reading/Key Concepts (v2)				Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding															
A/Decoding				B/Reading for pleasure				C/Prediction				D/Clarifying				E/Questioning				F/ Summarising				G/Language for effect				H/Themes and conventions											
A1. Apply phonic knowledge and skills to decode words -Blend accurately and speedily using know graphemes				B1. In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels. Why a character does something				C1. As B1				D1. As B1				E1. As B1				F1. As B1				G1. As B1				H1. As B1											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A2. Apply phonic knowledge and skills to decode words -Re-read with fluency and confidence				B2. Participate actively in listening and sharing a wide range of books				C2. With support can link own experiences to what they have read.				D2. Discuss words meanings, making links to known vocabulary				E2. Raise simple questions about texts they read and that are read to them				F2. Link title to key events in a text				G2. Recognise and join in with predictable phrases				H2. Retell familiar stories and rhymes and talk about their key features											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A3. Apply phonic knowledge and skills to decode words -Read accurately				B3. Choose to read texts of own choice				C3. Make predictions about reading -from a title and front cover of a book								E3. Answer simple, information retrieval questions about texts																							
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC																				
1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4																				
A4. Apply phonic knowledge and skills to decode words -Recognise when a word does not make sense								C4. Make predictions about reading -On the basis of what has been read so far																															
EM	TI	EXP	EXC					EM	TI	EXP	EXC																												
1	2	3	4					1	2	3	4																												
A5. Read common exception words accurately																																							

EM	TI	EXP	EXC																																			
1	2	3	4																																			

Rich Evidence – Guidance Year 1	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)