

## Reading: Level 1 Focus

READING 1		1C – Lower 1	1B – Secure 1		1A – Upper 1	2C – Lower 2	
Book Bands		3 – Yellow	4- Blue	5- Green	6-Orange	7-Turquoise	8 - Purple
<b>Assessment Focus 1</b> <i>Use a range of strategies, including accurate decoding of text, to read for meaning</i>		<ul style="list-style-type: none"> <li>Recognises familiar words in simple texts.</li> <li>Begins to blend phonemes in order to decode simple CVC words with short vowels.</li> <li>Begins to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words.</li> <li>Reads a range of familiar and common words (e.g. Phase 2*) and simple sentences independently.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support.</li> <li>Blends phonemes in order to decode CVC words, including words with common spelling patterns for long vowel phonemes.</li> <li>Reads, on sight, some common words (e.g. Phases 2 &amp; 3*).</li> </ul>	<ul style="list-style-type: none"> <li>Blends and segments adjacent consonants and uses these skills to attempt to read unfamiliar words.</li> <li>Knows one grapheme for each of the 44 phonemes.</li> <li>Reads simple familiar texts aloud with fluency and expression appropriate to the grammar (e.g. pausing at full stops and raising voice at questions).</li> <li>Reads on sight a range of high frequency and other familiar words (e.g. Phases 3 &amp; 4*).</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of vowel digraphs and trigraphs when attempting unfamiliar words.</li> <li>Begins to notice when reading does not make sense and attempts to self-correct.</li> <li>Reads on sight the full range of high frequency words (e.g. Phase 5*).</li> </ul>		
<b>Assessment Focus 2</b> <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>		<ul style="list-style-type: none"> <li>Understands the structure of a simple story and uses when re-enacting or re-telling.</li> <li>Locates significant parts of a recount and identifies the main points in correct sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies main events or key points in a text.</li> <li>Answers simple literal retrieval questions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and talks about the main events and characters in a text.</li> <li>Shows a developing awareness of character and dialogue through role-play.</li> <li>Locates relevant parts of a text in response to simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on obvious features of characters or setting.</li> <li>Re-tells stories, including most of the main events and characters, but parts may be over-long or over-short.</li> <li>Locates specific information in the text in response to simple questions.</li> </ul>		
<b>Assessment Focus 3</b> <i>Deduce, infer or interpret information, events or ideas from texts</i>		<ul style="list-style-type: none"> <li>Talks about stories and non-fiction texts, identifying major points and key themes.</li> <li>Uses their knowledge of simple stories to support predictions.</li> </ul>	<ul style="list-style-type: none"> <li>In response to supportive questioning, begins to talk about events and ideas in stories.</li> <li>With prompting, attempts simple predictions about characters.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses opinions about main events and characters in stories.</li> <li>Relates incidents from stories to own experience.</li> <li>Makes predictions based on title, cover, blurb, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an understanding of incidents, characters and settings to make predictions.</li> <li>Compares stories, identifying common themes and characters.</li> <li>Uses an understanding of the structure of recounts, reports and instructions to make predictions.</li> </ul>		
<b>Assessment Focus 4</b> <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level</i>		<ul style="list-style-type: none"> <li>Identifies the patterns and structures of rhyme and patterned text when retelling and reciting.</li> <li>Understands and uses correctly, terms referring to the conventions of print: book, cover, beginning, end, page, word, letter, line.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to talk about the differences between fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the difference between fiction and non-fiction.</li> <li>Recognises ways to create emphasis in text (e.g. capitalisation, bold print).</li> </ul>	<ul style="list-style-type: none"> <li>Recognises main structural features of non-fiction texts (e.g. contents, index, headings).</li> <li>Understands how simple diagrams and charts add information.</li> </ul>		
<b>Assessment Focus 5</b> <i>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</i>						<ul style="list-style-type: none"> <li>Recognises some familiar patterns of language (e.g. once upon a time; first, next, last).</li> <li>Begins to notice effective language choices (e.g. slimy, spooky).</li> </ul>	
<b>Assessment Focus 6</b> <i>Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader</i>		<ul style="list-style-type: none"> <li>Returns to favourite books, poems, songs, rhymes to be re-read and enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses response to poems, stories and non-fiction by identifying aspects they like.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to simple questions about likes and dislikes about texts.</li> </ul>	<ul style="list-style-type: none"> <li>Makes choices from a selection of texts and begins to give reasons for choices.</li> </ul>		
<b>Assessment Focus 7</b> <i>Relate texts to their social, cultural and historical contexts and literary traditions</i>							

Blue = National Curriculum Level Descriptors

\*PNS Letters and Sounds