Reading: Level 1 Focus

READING 1	F1 1,2,3	F2 4,5,7,8	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
Assessment Focus 1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	Knows that print conveys meaning. Recognises a few familiar words	Knows that, in English, print is read from left to right and top to bottom	**Recognises familiar words in simple texts.** ▪ Begins to blend phonemes in order to decode simple CVC words with short vowels. ▪ Begins to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words. ▪ Reads a range of familiar and common words *(e.g. Phase 2*)* and simple sentences independently. *(FS6)*		**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.** ▪ Blends phonemes in order to decode CVC words, including words with common spelling patterns for long vowel phonemes. ▪ Reads, on sight, some common words *(e.g. Phases 2 & 3*)*. ▪ *(FS9) Reads books of own choice with some fluency and accuracy*	▪ Blends and segments adjacent consonants and uses these skills to attempt to read unfamiliar words. ▪ Knows one grapheme for each of the 44 phonemes. ▪ Reads simple familiar texts aloud with fluency and expression appropriate to the grammar *(e.g. pausing at full stops and raising voice at questions)*. ▪ Reads on sight a range of high frequency and other familiar words *(e.g. Phases 3 & 4*)*.	▪ Uses knowledge of vowel digraphs and trigraphs when attempting unfamiliar words. ▪ Begins to notice when reading does not make sense and attempts to self-correct. ▪ Reads on sight the full range of high frequency words *(e.g. Phase 5*)*.
Assessment Focus 2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*		Shows an understanding of the elements of stories, such as main character, sequence of events and openings. Retells narratives in correct sequence, drawing on language patterns of stories	▪ Understands the structure of a simple story and uses when re-enacting or re-telling. ▪ Locates significant parts of a recount and identifies the main points in correct sequence.		▪ Identifies main events or key points in a text. ▪ Answers simple literal retrieval questions about a text.	▪ Identifies and talks about the main events and characters in a text. ▪ Shows a developing awareness of character and dialogue through role-play. ▪ Locates relevant parts of a text in response to simple questions.	▪ Comments on obvious features of characters or setting. ▪ Re-tells stories, including most of the main events and characters, but parts may be over-long or over-short. ▪ Locates specific information in the text in response to simple questions.
Assessment Focus 3 *Deduce, infer or interpret information, events or ideas from texts*			▪ Talks about stories and non-fiction texts, identifying major points and key themes. ▪ Uses their knowledge of simple stories to support predictions.		▪ In response to supportive questioning, begins to talk about events and ideas in stories. ▪ With prompting, attempts simple predictions about characters.	▪ Expresses opinions about main events and characters in stories. ▪ Relates incidents from stories to own experience. ▪ Makes predictions based on title, cover, blurb, etc.	▪ Uses an understanding of incidents, characters and settings to make predictions. ▪ Compares stories, identifying common themes and characters. ▪ Uses an understanding of the structure of recounts, reports and instructions to make predictions.
Assessment Focus 4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*		Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and when	▪ Identifies the patterns and structures of rhyme and patterned text when retelling and reciting. ▪ Understands and uses correctly, terms referring to the conventions of print: *book, cover, beginning, end, page, word, letter, line.*		▪ Begins to talk about the differences between fiction and non-fiction.	▪ Understands the difference between fiction and non-fiction. ▪ Recognises ways to create emphasis in text *(e.g. capitalisation, bold print)*.	▪ Recognises main structural features of non-fiction texts (e.g. contents, index, headings). ▪ Understands how simple diagrams and charts add information.
Assessment Focus 5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*							▪ Recognises some familiar patterns of language *(e.g. once upon a time; first, next, last)*. ▪ Begins to notice effective language choices *(e.g. slimy, spooky)*.
Assessment Focus 6 *Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader*	Is developing an interest in books		▪ Returns to favourite books, poems, songs, rhymes to be re-read and enjoyed.		**Expresses response to poems, stories and non-fiction by identifying aspects they like.**	▪ Responds to simple questions about likes and dislikes about texts.	▪ Makes choices from a selection of texts and begins to give reasons for choices.
Assessment Focus 7 *Relate texts to their social, cultural and historical contexts and literary traditions*							

Blue = National Curriculum Level Descriptors   *PNS Letters and Sounds