Year 1 Reading Tracker

These reading trackers link to the expectations set out in the 2014 English National Curriculum for Reading. They are split into:

• Working Towards the Expected Standard

• Working at the Expected Standard

• Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, we have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Year 1 and therefore these reading trackers should only be used as a guide for referencing the attainment of pupils within these year groups.

How to Use the Trackers
The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year. The statements within the trackers are set out in colour-coded boxes: **green** for word reading and **blue** for comprehension.

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Working towards the expected standard:

Pupil(s) are beginning to meet the following aims with support:	
To apply phonic knowledge to decode regular words.	
To apply phonic knowledge to attempt to read some common irregular words.	
To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for **some** of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
To read and understand simple sentences.	
To demonstrate a pleasure in reading and a motivation to read.	
To listen whilst others read to them and show understanding.	
To simply retell familiar stories.	
To recognise and join in with predictable phrases in a text.	
To check that a text makes sense to them as they read and begin to self-correct.	
To join in discussions about a text.	

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Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

Year 1 Reading Tracker

Working at greater depth within the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge and skills:	
To read texts that are more complex and beyond their chronological age.	
To read other words of more than one syllable that contain taught GPCs.	
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.	
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	
To start to work on the Year 2 programme of study for word reading.	
To continually demonstrate a pleasure in reading and a motivation to read.	
To discuss their reading preferences, including favourite authors and genres.	
To retell familiar stories in much detail and consider their particular characteristics.	
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.	
To check that a text makes sense to them as they read and to self-correct.	
To make sensible predictions supported by evidence.	
To make inferences based on what is being said and done.	
To use age-appropriate non-fiction texts to extract information.	
To contribute confidently in discussions about a text, take turns and listen to what others say.	