

**End of Year 1**  
**Reading - Recording Grid using Statutory Interim TA framework criteria**  
**Please indicate in the A,B,C & D boxes the location of the work and the date.**



**(Children must display evidence over a range and length of texts)**

**Working at the expected standard (Broadly working between band 6 and 7 and secure in Set 3 sounds)**  
**As a minimum, statements in Bold in the table need to be highlighted to achieve WTS.**  
**For GDS, the child will need to achieve all objectives over a range of books and with more challenging texts.**

STRAND	Name:	A	B	C	D	collection
	Pupils need to be able to:					
ENJOYMENT & FLUENCY	<b>Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</b>					
	Reciting rhymes and poems by heart.					
	Make personal reading choices and explain reasons for choices.					
	<b>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</b>					
	To reread texts to build up fluency and confidence in word reading.					
	<b>Checking that texts make sense while reading and self-correct. (At WTS: are beginning to do this)</b>					
	Use patterns and repetition to support oral retelling.					
	<b>Recognising and join in with language patterns and repetition.</b>					
	<b>Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></b>					
	Participating in discussion about what is read to them, taking turns and listening to what others say.					
DECODE	Respond speedily with the correct sound to grapheme for the 44 phonemes (Is able to achieve a pass mark on the Phonics Screening Check)					
	Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow.</i>					
	<b>Read accurately by blending sounds in unfamiliar words.</b>					
	Read words containing –s, -es, -ing, -ed, -er, -est endings.					
	Split two and three syllable words into the separate syllables to support blending for reading.					
	Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.					
	Automatically recognise approximately 150 high frequency words.					
	<b>Apply phonic knowledge for reading.</b>					
	<b>Read aloud accurately books that are consistent with their developing phonic knowledge.</b>					
	<b>Develop fluency, accuracy and confidence by re-reading books.</b>					
	Read more challenging texts using phonics and high frequency word recognition.					

DEFINE	To discuss word meaning and link new meanings to those already known.					
RETRIEVE	Demonstrating understanding of texts by answering questions related to who, what, where, when, why and how.					
	Recalling specific information in texts.					
SUMMARISE	Identifying and discuss the main events in stories.					
	Identifying and discuss the main characters in stories.					
	Explaining clearly their understanding of what is read to them.					
INFER	Make basic inferences about what is being said and done.					
PREDICT	To Predict what might happen on the basis of what has been read so far.					
RELATE						
EXPLORE	Can relate texts to own experiences.					
	Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i>					
COMPARE	Activating prior knowledge e.g. <i>what do you know about minibeasts?</i>					
	Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i>					

