

Year One	Term One	Term Two	Term Three
Reading Assessment Key Performance Indicators	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read yellow banded books with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g full stops. • Retrieve basic information about a character using pictures and simple language. • Recall basic features of stories. • Check that the text makes sense as they read e.g. self- correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read blue banded books with 90% accuracy • Recall key events using words like <i>first, next, after, when</i>. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Make simple connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i>. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read blue banded books with 90% accuracy. • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Identify traditional story language and comment on its use. • Identify key events and use to sequence. • Retrieve basic information about setting, something or someone. • Predict what might happen based on what has been read so far. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. • Describe the difference between a story and a first-person recount. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read green banded books with 90% accuracy without overt sounding out. • Begin to understand how written language can be structured in order. • Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. • Read own writing to check it makes sense. • Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read orange banded books with 90% accuracy without overt sounding out. • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and three-syllable words. • Read automatically all the words in the list of 100 high-frequency words. • Identify the features of factual texts: instructions and reports, identify features of story texts. • Identify and comment on descriptive language. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Predict what might happen based on what has been read so far. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read turquoise banded books with 90% accuracy without overt sounding out. • Read fluently and accurately blending taught GPCs at Phase 5. • Decode words, applying phonics knowledge independently and confidently when encountering a new word. • Confidently and consistently read all multi-syllable words containing GPCs and Phase 5 • Read all common exception words at and common suffixes and Phase 5.

	<ul style="list-style-type: none">• Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.• Read most multi-syllable words containing taught GPCs at Phase 4.• Show some inference at a basic level.• Make suggestions about what will happen next in the story based on what has happened so far.	<ul style="list-style-type: none">• Identify basic similarities and differences between their own experiences and that of story characters.• Express personal responses, including likes and dislikes; give some reasons linked to own experiences.	<ul style="list-style-type: none">• Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.• Explain, describe and reason about patterns and language of familiar stories• Explain the purpose of the punctuation in texts read.• Make connections between texts.• Begin to identify the effect on the reader.
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