Year 1 Guided Reading Tracking Grid

		Assessment Criteria	Names of Children					
Word reading		I am able to apply phonic knowledge and skills as the route to decode words.						
		I am able to respond speedily with the correct sound to graphemes for all 40+ graphemes.						
		I am able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.						
		I am able to read common exception words, noting unusual correspondences between spelling and sounds and where these occur in the word.						
		I am able to read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.						
		I am able to read other words of more than one syllable that contain taught GPCs.						
		I am able to read words with contractions and understand that the apostrophe represents the omitted letter.						
		I am able to read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.						
		I am able to re-read these books to build up my fluency and confidence in word reading						
	Notes:							

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COMPREHENSION	Develop pleasure in reading, motivation to read, vocabulary and understanding by	I am able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.						
		I am encouraged to link what I read or hear read to my own experiences.						
		I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.						
		I am able to recognise and join in with predictable phrases.						
		I am able to appreciate rhymes and poems, and recite some by heart.						
		I am able to discuss word meanings, linking new meanings to those already known.						
	understand both the books they can already read accurately and fluently and those that they listen to by	I am able to draw on what I already know or on background information and vocabulary provided by my teacher.						
		I am able to check that the text makes sense to me as I read and correct inaccurate reading.						
		I am able to discuss the significance of the title and events.						
		I am able to make inferences on the basis of what is being said and done.						
		I am able to predict what might happen on the basis of what has been read so far.						
		I am able to participate in discussion about what is read to me, take turns and listen to what others say.						
		I am able to explain clearly my understanding of what is read to me.						
	Notes							