An Daras Multi Academy Trust
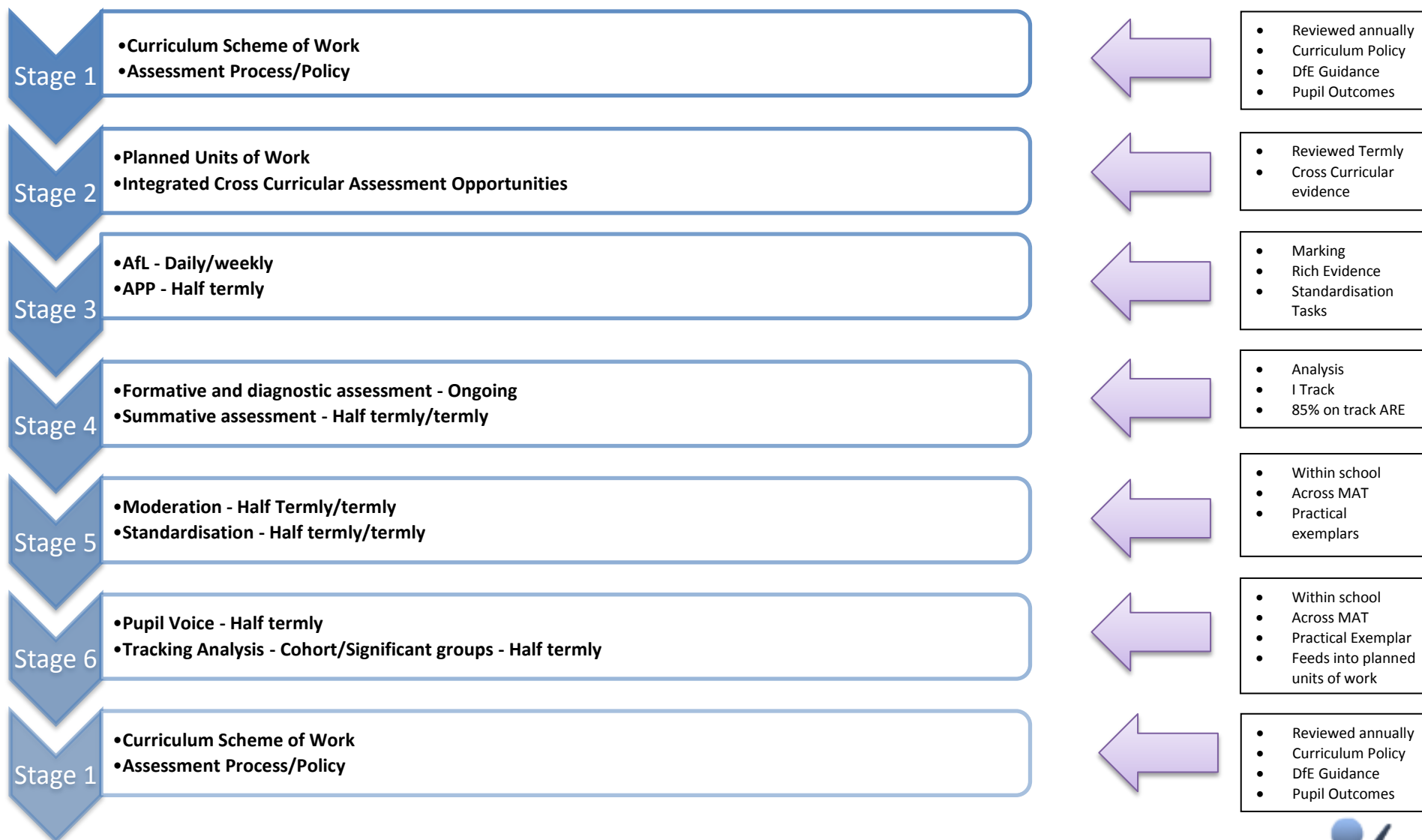## Assessing Pupil Progress – Reading (Y1)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Reading**
Year Group:	**Year 1**
Agreed and Approved:	**Sept 15**
Leader In Year Review Dates:	**Sept 16**
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	English Scheme of Learning 15
	Non-Negotiable 14
	English Policy 15
	Handwriting Policy 15
	Assessment Policy 15
	Marking Policy 15

Stage		
Stage 1	•**Curriculum Scheme of Work** •**Assessment Process/Policy**	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•**Planned Units of Work** •**Integrated Cross Curricular Assessment Opportunities**	• Reviewed Termly • Cross Curricular evidence
Stage 3	•**AfL - Daily/weekly** •**APP - Half termly**	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•**Formative and diagnostic assessment - Ongoing** •**Summative assessment - Half termly/termly**	• Analysis • I Track • 85% on track ARE
Stage 5	•**Moderation - Half Termly/termly** •**Standardisation - Half termly/termly**	• Within school • Across MAT • Practical exemplars
Stage 6	•**Pupil Voice - Half termly** •**Tracking Analysis - Cohort/Significant groups - Half termly**	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•**Curriculum Scheme of Work** •**Assessment Process/Policy**	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT Year Group 1 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	- Secure with year group phonic expectations - Identify which words appear again and again - Recognise & join in with predictable phrases - Relate reading to own experiences - Re-read if reading does not make sense - Re-tell with considerable accuracy - Discuss significance of title & events - Make predictions on basis of what has been read - Make inferences on basis of what is being said & done - Read aloud with pace & expression, i.e. pause at full stop; raise voice for question - Recognise: - capital letters - full stops - question marks - exclamation marks - ellipsis - Know why the writer has used the above punctuation in a text - Know difference between fiction and non-fiction
Unlocking learning through Oracy - Non-Negotiable	- Speak clearly and loudly enough to communicate meaningfully - Ask questions about matters of interest - Express feelings and ideas when talking about matters of interest - Start to develop ideas by adding detail to their speech - Start to understand how to take turns when speaking - Start to listen to others and respond appropriately - Join in with imaginative play taking on role of different familiar characters - Speak in complete sentences after modelling - Retell a familiar story in sentences, using narrative language - Recount an event or experience in sentences - Begin to understand how to change language when speaking to different listeners, e.g. peers and adults

ADMAT/ARE Year 1 Reading/Key Concepts (v2)	Pupil Name: Class Teacher:	Term 1 Aut 1: Aut 2:	Term 2 Sp1: Sp2:	Term 3 Sum1: Sum2:	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding

A/Decoding	B/Reading for pleasure	C/Prediction	D/Clarifying	E/Questioning	F/ Summarising	G/Language for effect	H/Themes and conventions
A1. Apply phonic knowledge and skills to decode words **-Blend accurately and speedily using know graphemes**	B1. In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels. Why a character does something	**C1.** As B1	**D1.** As B1	**E1.** As B1	**F1.** As B1	**G1.** As B1	**H1.** As B1

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

A2. Apply phonic knowledge and skills to decode words **-Re-read with fluency and confidence**	B2. Participate actively in listening and sharing a wide range of books	**C2.** With support can link own experiences to what they have read.	**D2.** Discuss words meanings, making links to known vocabulary	**E2.** Raise simple questions about texts they read and that are read to them	**F2.** Link title to key events in a text	**G2.** Recognise and join in with predictable phrases	**H2.** Retell familiar stories and rhymes and talk about their key features

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

A3. Apply phonic knowledge and skills to decode words **-Read accurately**	B3. Choose to read texts of own choice	**C3.** Make predictions about reading -from a title and front cover of a book		E3. Answer simple, information retrieval questions about texts			

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC												
1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4												

A4. Apply phonic knowledge and skills to decode words **-Recognise when a word does not make sense**		**C4.** Make predictions about reading -On the basis of what has been read so far					

EM	TI	EXP	EXC					EM	TI	EXP	EXC																				
1	2	3	4					1	2	3	4																				

A5. **Read common exception words accurately**							

EM	TI	EXP	EXC																								
1	2	3	4																								

Rich Evidence – Guidance Year 1	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)