



Sutton Courtenay C of E Primary School Reading Assessment based on the Ros Wilson Oxford Reading Assessment Criterion Scale.

YEAR 1 OBJECTIVES						
1	Can read aloud and is beginning to use expression to show awareness of punctuation. (READ)					
2	Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ)					
3	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts (E)					
4	Can blend adjacent consonants in words, in a range of combinations: (CVCC CCVC CCVCC CCCVC CCCVCC (READ)					
5	Notices unfamiliar and interesting words (WOW words grow with the age of the child) (E/D)					
6	Can choose a book from a selection and explain why chosen. (B/E)					
7	Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D)					
8	Can retell known stories, including significant events, / main ideas in sequence. (R)					
9	Can make plausible predictions about characters, using knowledge of the story and own experiences. (D)					
10	Can make plausible predictions about the plot of and unknown story, using the text and other fiction books. (D)					
11	Can recognise a range of pattern sin texts, including stories, poems, and non fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.					
12	With support, can answer simple questions / find information in response to direct questions. (R)					
13	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach, shower, flowing, crib, rice) READ					
14	Can express opinion about main events and characters in stories, e.g. good and bad characters. (E)					
15	Is beginning to identify when reading does not make sense and attempt to self-correct. (READ)					
16	Can retell an unknown story (unfamiliar before first reading) using beginning, middle, and end: retelling may only be in simple terms because of is unfamiliarity but children have got the general gist of the story and its sequence. (R)					
17	Can use the front cover and book title as well as illustrations and words inside to make reading choices. (E)					
18	Can read words with contractions (e.g. I'm I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s). (READ)					
19	Can red the different grapheme-phoneme correspondences for long vowel phonemes.					
20	Can read phonically decodable two and three syllable words, e.g. photograph, collector (READ)					
21	Can locate specific information on a given page in response to a question. (R)					
22	Can relate stories/ texts to their own experiences, including story settings and incidents. (D)					
23	Can comment on obvious characteristics and actions of characters in stories. (D)					
24	Is beginning to distinguish between fiction and non-fiction. (A)					
25	Uses phonics first when encountering unfamiliar words. (READ)					
26	Can read a wide range of words containing taught GPCs accurately and automatically without the need for sounding and blending. (READ)					

ASSESSMENT SCORE	
0-5 ticks - not yet at this standard; review against pre-reading standards 6-12 ticks = Developing (Oxford Levels 4/5) 13 - 19 ticks = secure (Oxford Level 6)	20 - 25 ticks = Advanced (Oxford Levels 7/8) Assessment point: children with 22 or more ticks may be assessed against Standard 3 (Y2).

