

Year 1

Reading Teacher Assessment Framework

Working At Greater Depth within the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge and skills:
To read texts that are more complex and beyond their chronological age.
To read other words of more than one syllable that contain taught GPCs.
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
To start to work on the Year 2 programme of study for word reading.
To continually demonstrate a pleasure in reading and a motivation to read.
To discuss their reading preferences, including favourite authors and genres.
To retell familiar stories in much detail and consider their particular characteristics.
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.
To check that a text makes sense to them as they read and to self-correct.
To make sensible predictions supported by evidence.
To make inferences based on what is being said and done.
To use age-appropriate non-fiction texts to extract information.
To contribute confidently in discussions about a text, take turns and listen to what others say.

To note;

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Reading..
- Statements have been set out in colour-coded boxes: green for word reading and blue for comprehension.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.