



Reading Assessment sheet **BAND 1** (Target Tracker)

Pupil's Name _____



Reading Band 1	Dates evident			Comprehension Band 1	Dates evident		
apply phonic knowledge and skills as the route to decode words				develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently			
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes				develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences			
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught				develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics			
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word				develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart			
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings				develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known			
read other words of more than one syllable that contain taught GPCs				understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher			



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read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)				understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading			
read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words				understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events			
re-read phonically decodable books to build up fluency and confidence in word reading				understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done			
				understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far			
				participate in discussion about what is read to him/her, taking turns and listening to what others say			
				explain clearly his/her understanding of what is read to him/her			