

This document has been created for the purpose of assessing children's understanding in reading. The 'I can...' statements used are taken directly from the Target Tracker Steps documents.

This assessment sheet is for children working within **Band 1** for reading.

The new test framework for the KS1 assessment splits reading into 'content domains'. By the end of KS1, it is expected that children will be able to answer questions linked to all of the content domains:

Content domain reference
1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

References in bold in the table are covered by the steps in this band. Where a statement directly links to one of the KS1 assessment 'content domains', it has been indicated in the left-hand column.

When using this assessment sheet, use a code to indicate whether the child is, 'beginning to achieve the statement' (B), 'working within achieving this statement' (W), or 'achieving this statement at a secure level' (S).

This assessment sheet is for children working within Band 1 for reading. Where a statement directly links to one of the KS1 assessment 'content domains', it has been indicated in the left-hand column. These statements are taken from the Target Tracker 'Steps' document.

KS1 Assessment Content Domains	Statement	Child					
	I can use letter sounds to work out and read new words.						
	I can say quickly the sound of all the letters and letter groups.						
	I can read new words correctly by blending the letter and letter group sounds I have been taught.						
	I can read some common exception words and see where the letter sounds are different.						
	I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est.						
	I can read words of more than one syllable using sounds that I have been taught.						
	I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.						
	I can read aloud books that use letters and letter groups I have been taught.						
	I can use the sounds I know to re-read books more fluently and with more confidence.						
	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.						
	I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.						

1b - identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.						
	I can enjoy and understand rhymes and poems, and can recite some by heart.						
1a - draw on knowledge of vocabulary to understand texts	I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.						
1a - draw on knowledge of vocabulary to understand texts	I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.						
	I can usually spot if a word has been read wrongly by following the sense of the text.						
	I can talk about the title and events in books I have read or heard.						
1d - make inferences from the text	I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.						
1e - predict what might happen on the basis of what has been read so far	I can say what might happen next in a story.						
	I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.						
	I can explain clearly my understanding of texts which have been read to me.						

