



WEST END ACADEMY

Early Learning Goals		
Criteria	Pupil	Teacher
Read and understand simple sentences.		
Use phonics knowledge to decode regular CVC words.		
Read these CVC words aloud accurately.		
Read some common irregular words.		
Demonstrate a basic understanding when talking with others about what they have read.		



Year 1 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Respond with correct sounds to graphemes for some of the Y1 phonemes.		
	Apply this phonic knowledge to sometimes decode CVCC and CCVC words.		
	Use picture clues to help read some CVCC or CCVC words.		
	Read some common irregular words.		
	Read some words containing taught graphemes and endings such as –s, -ing, -ed, -er or –est.		
	Use blending to read aloud with some fluency books that contain some of the Y1 phonemes at their level.		
Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they can read independently.		
	Recognise and join with predictable phrases within simple structures.		
	When reading, can check the text makes sense and can sometimes correct inaccurate reading.		
	Recall the main points of a simple text.		
	Talk about the themes of a simple text such as good over evil.		
	Begin to make some predictions about the characters.		



Year 1 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Respond speedily with correct sounds to graphemes for most of the Y1 phonemes.		
	Apply this phonic knowledge to decode CVCC and CCVC words.		
	Start to use this phonic knowledge to decode longer and more unfamiliar words and words with more than one syllable.		
	Read some words accurately with split digraphs such as l-e or a-e.		
	Read words containing taught graphemes and endings such as –s, -ing, -ed, -er or –est.		
	Read some words with contractions such as I’m, I’ll, We’ll.		
	Use blending to read aloud with some fluency books that contain most of the Y1 phonemes at their level.		
Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they can read independently.		
	Recognise and join in with predictable phrases.		
	When reading, can check the text makes sense and can correct inaccurate reading.		
	Discuss the significance of the title.		
	Identify main points in the text they are reading by picking out relevant information.		
	Answers literal retrieval questions about the text.		
	Makes simple inferences on the basis of what is being said or done.		
Makes some predictions on the basis of what has been read so far.			



Year 1 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Respond speedily with correct sounds to graphemes for all of the Y1 phonemes.		
	Apply this phonic knowledge to decode CVCC and CCVC words.		
	Use this phonic knowledge to decode longer and more unfamiliar words, including compound words.		
	Read most words accurately with split diagraphs such as l-e or a-e.		
	Read common exception words noting unusual correspondences between spelling and sound and where these occur in a word.		
	Read words containing taught graphemes and endings such as -ed, -er or -est.		
	Read words with contractions such as I'm, I'll, We'll and understand that the apostrophe represents the omitted letters.		
	Use blending to read aloud with some fluency books that contain all of the Y1 phonemes at their level.		
Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what they can read independently.		
	When reading, can check the text makes sense and can correct inaccurate reading.		
	Discuss the significance of the title and events in the book.		
	Identify main points in the text they are reading by picking out relevant information.		
	Answers literal retrieval questions about the text.		
	Makes inferences on the basis of what is being said or done.		
	Makes predictions on the basis of what has been read so far.		

## Year 2 – Working towards National Standard

Assessment Focus	Criteria	Pupil	Teacher
<b>Word reading</b>	Use phonic knowledge from Y1 to decode some longer and more unfamiliar words, including some compound words.		
	Recognise some alternative sounds for graphemes when blending words.		
	Read words containing some common suffixes from the Y2 appendix list.		
	Read some of common misconception words from Y2 appendix list.		
	Read words containing taught graphemes and endings such as -ed, -er or –est.		
	Read aloud books closed matched to their improving phonics knowledge, sounding out some unfamiliar words accurately.		
<b>Comprehension</b>	Listen to, discuss and express views about a range of texts at level beyond what they can read independently.		
	Discuss the sequence of events in books.		
	Recognise some basic differences between non-fiction and fiction texts.		
	When reading, can check the text makes sense and can correct inaccurate reading.		
	Locates information in the text to find answers to simple retrieval questions.		
	Generate questions about the text before reading.		
	Makes simple inferences on the basis of what has been said or done.		
Makes simple predictions on what might happen on the basis of what has been read so far.			



Year 2 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Read accurately by blending and segmenting longer words, especially words with two or more syllables, which contain previously learnt graphemes.		
	Recognise alternative sounds for graphemes when blending words.		
	Read words containing common suffixes.		
	Read further common misconception words from Y2 appendix list.		
	Apply phonics knowledge until automatic decoding has become embedded and reading is fluent.		
	Read aloud books closed matched to their improving phonics knowledge, sounding out most unfamiliar words accurately, automatically and without due hesitation.		
Comprehension	Listen to, discuss and express views about a range of texts at level beyond what they can read independently.		
	Discuss the sequence of events in books and how items of information are related.		
	Start to understand non-fiction books are structured in different ways.		
	Discuss their favourite words or phrases in a text.		
	Locate specific information in the text to find answers to retrieval questions.		
	Generate questions about the text before and during reading.		
	Make simple inferences about thoughts and feelings on the basis of what has been said or done.		
Predict what might happen on the basis of what has been read so far.			



Year 2 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Word reading	Read accurately by blending and segmenting longer words, especially words with two or more syllables, which contain previously learnt graphemes.		
	Read contractions and understand the apostrophe shows where a letter would be if the words were written in full. Understand “it’s” is never used for the possessive.		
	Read words containing common suffixes and prefixes.		
	Fluently read all common misconception words from Y2 appendix list.		
	Read fluently, with increased intonation, expression and regard for punctuation.		
	Read aloud books closed matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation.		
Comprehension	Discuss and clarify the meanings of new words in a text by linking new meanings to known vocabulary.		
	Discuss the sequence of events in longer texts and have a clear understanding of how the themes of the story are linked together.		
	Use an understanding of how non-fiction texts are structured to explain and make predictions.		
	Discuss their favourite words or phrases in a text. Start to understand how they are used to create humour, an image or atmosphere.		
	Locate specific information in a longer text to find answers to retrieval questions.		
	Make inferences about thoughts and feelings on the basis of what has been said or done. Infer reasons for why a character has acted in a certain way.		
	Predict what might happen on the basis of what has been read so far, or by using experience of reading books by the same author or based on a similar theme.		

