**Year 1 Reading Assessment - The Frog Prince – fluency and understanding**

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| **Aims:*** **To assess current level of reading fluency (*fluency means that when the child is reading they read at a pace where they can recall details of what they have read*.)**
* **To assess level of understanding of what has been read and whether clues from the text can be used to answer questions.**
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| **Year 1 – The Frog Prince** |
| **https://www.oxfordowl.co.uk/api/digital\_books/1403.html** |
| After reading the story the children were asked the following questions:***Who are the characters in the story? What can you tell me about them?*** ***Tell me the story in your own words.******What do you think is going to happen next? Can you explain why?*** |

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| ***This ‘mark scheme’ is NOT designed to give a ‘pass mark’ it is much more valuable if the exercise is used to determine strengths and areas for development that will inform the child’s next steps in learning e.g. ‘the child is able to answer retrieval questions from a text that is read to them’ or ‘the child is able to answer retrieval and inferential questions in an age-related text that they have read independently.’*** |
| **Question** | **Answer** |
| **Retrieval**  |
| 1. What toy did the Princess ask for for her birthday?
 | A ball made from gold |
| 1. Where did the Princess lose her toy?
 | In the pond |
| 1. What time of day did the frog come to the palace?
 | Supper time/evening |
| **Inference**  |
| 1. Why did the Queen promise the princess any toy she wanted?
 | Because she had lots of money/the Princess was spoilt/the Princess already had lots of other toys |
| 1. Why did the toy not float on the water?
 | Because it was made of gold and gold sinks |
| 1. Why didn’t the Princess get her own toy from the water?
 | Because she was lazy/because she didn’t want to get wet |
| **Speculative**  |
| 1. Why do you think the witch turned the Prince into a frog?
 | Maybe because he was naughty or selfish or any other plausible reason based on the story |
| 1. Why did the Princess try to ignore the knock at the door?
 | Maybe because she did not want to see the frog and/or to be the frog’s friend |
| 1. Would you like to be the Princess’ friend? Explain why.
 | Accept a plausible answer based upon the way the Princess behaves. |

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| Consider the child’s responses to the questions above together with your knowledge and understanding of the child’s performance in the classroom.  |
| Below are the objectives from the National Curriculum which state what a child should demonstrate on a consistent basis by the end of Year 1 Work upon a **secure fit** model. This will enable the child to build upon firm foundations as they continue their learning journey. |

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|  | **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| **Fluency** | **In books consistent with their phonic knowledge, the pupil:**  |
|  | Is developing a love of reading by listening frequently to stories, poems and non-fiction |
|  | Still needs to consolidate understanding of learning from Reception | Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Use new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Blend the sounds into words for reading and establish the habit of applying this skill whenever they encounter new wordsApply phonic knowledge and skills as the route to decode wordsRead accurately by blending sounds in unfamiliar words containing GPCs that have been taughtRead aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read books to build up their fluency and confidence in word reading |

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|  | **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| **Understanding**  | **In a familiar book that is read to them, the pupil can:** | **In a book that they can already read fluently, the pupil can:**  | **The pupil can, in a book they are reading independently:** |
|  | Find it difficult to read text and therefore struggles to make sense of what they have read. | Check that the book makes sense to them by correcting inaccuracies |
|  | Answer simple questions about the text in discussion with an adult | Answer some questions that involve retrieving information and are beginning to understand that they may need to infer (use clues in the text) to find an answer | Answer questions that involve retrieving information and simple inference questions where they have to use clues in the text. |
|  | Can remember some of the main details about the story but find it difficult to retell the story in the correct order | Clearly retell the story in their own words | Confidently retell the story in their own words giving details about the characters and the plot. |
|  |  | Participate in discussions about what is read to them, taking turns and listening to what other say. |