Year One Word Reading KPIs

The Year One Word Reading KPIs are:

	KPI	Guidance on Assessment
WR1	Applies phonic knowledge and skills as the route to decode words.	Attainment of all of the Word Reading KPIs can be determined through RWI assessments.
WR2	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	To be deemed at age related throughout the year, Year One pupils should meet the following RWI expectations:
WR3	Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Autumn 2: Group E – Pink Books Spring 2: Group G – Yellow Books Summer 2: Group H – Blue Books
WR4	Reads some words of more than one syllable that contain taught GPCs.	Pupils falling behind these expectations will not have achieved the Word Reading KPIs and therefore will be deemed working towards age related expectations.
WR5	Reads some common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	
WR6	Reads 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.	Similarly, pupils surpassing these expectations will have mastered the Word Reading KPIs and therefore will be deemed working at greater depth (as long as their comprehension matches up with their word reading skills).
WR7	Re-reads these books to build up their fluency and confidence in word reading.	If using book bands or reading schemes, Year One pupils will be deemed at age related expectations (ARE), at the end of the year, if they are able to read Book Bands Green or above accurately, automatically and without undue hesitation.
WR8	Reads words with contractions, e.g. I'm, I'll, we'll, and understands that the apostrophe represents the omitted letter	If using reading age tests, pupils will be deemed at ARE at the end of Year One, in terms of Word Reading, if they have a reading age of 6.0 or above.

Due to the systematic and rigorous teaching of the RWI phonics programme, the assessment of the Word Reading KPIs is already happening on an on-going basis in all Ark schools and it is relatively straight forward to demonstrate a pupil's attainment of these. Other reading schemes and reading age tests (as detailed above) can also be used to support Word Reading judgements.

Year One Comprehension KPIs

Evidence of meeting the Comprehension KPIs is more complex than the Word Reading KPIs. This is where the key assessment questions come in. They are designed to support teachers in making judgements as to whether a pupil has not achieved, achieved, or mastered, a KPI.

The Year One Comprehension KPIs are:

KPI	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
C1	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
C2	Linking what they read or hear read to their own experiences.
C3	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
C4	Recognising and joining in with predictable phrases.
C5	Learning to appreciate rhymes and poems, and to recite some by heart.
Understand both the books that they can already read accurately and fluently and those that they listen to by:	
C6	Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading.
C7	Discussing the significance of the title and events.

C8	Predicting what might happen on the basis of what has been read so far.
C9	Participating in discussion about what is read to them, taking turns and listening to what others say.
C10	Explaining clearly their understanding of what is read to them.

The KPIs are quite broad and difficult to assess. What follows is each KPI broken down into child friendly reading targets, along with a bank of assessment questions to assess if pupils have met those reading targets, or not.

Year One Comprehension KPI Assessment Questions

KPI C1	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
C1	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Child Friendly Reading Targets	
1. I can say whether I liked a story/poem/book or not.	
2. I can give reasons why I do or don't like a story/poem/book.	
3. I can back up my reasons by giving examples from the text.	
4. I can explain the most important parts of the story.	
5. I can discuss the main characters in the story.	
6. I can recommend books I like to friends and discuss why they should read them.	
Lower Order Questions	
Tell me what you thought about the story/poem/book.	
What did you like about the story/poem/book?	
What didn't you like about the story/poem/book?	
Tell me about your X (character).	
Tell me what happens in the story.	
With a partner can you act out any part of the story?	
Would you recommend the book to a friend?	

Middle Order Questions
Tell me what you liked and disliked about the book.
If you were to recommend this book to someone, what would you say?
What have you learned from this story and what does it make you want to do?
With a partner, can you mime the most important part of this story?
Can you draw a character and a place from the story and add labels using words from the story?
Pretend you are X (character from the story). Tell me the three most important things about yourself and why they are important.
Did anything puzzle you?

Higher Order Questions
Persuade me to buy this book (don't forget to use persuasive language techniques!)
What object in the book is most important? Can you talk for 2 minutes about the object and explain why you think it is the most significant/important?
Can you draw a story map to show the story's plot?
Can you draw the key character and add phrases from the text as labels?
Were there any patterns or connections that you noticed?
Which story/poem/book did you prefer? Explain why.
What have you learnt from the story/book/poem?

KPI C2	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
C2	Linking what they read or hear read to their own experiences.

Child Friendly Reading Targets
1. I can explain what a book made me think or feel.
2. I can give opinions about characters and explain why I feel about them the way that I do.
3. I can discuss what I have learned from a story.
4. I can discuss how the story links to real life.
5. I can make connections

Lower Order Questions
How did the book make you feel? What did it make you think about?
Tell me about your favourite character and why you like them.
Tell me about your least favourite character and why you didn't like them.

What would X (character in story) choose to do if they came to our school?

What would you do with X (an object from the story)?

Have you ever heard a story like this before?

Pretend you are X (character from the story). Tell me all about yourself.

Middle Order Questions

If you were to recommend this book to someone, what would you say?

Describe how you felt when you listened to/read the book.

What would X (character from story) choose to do/NOT to do, if they came to our school?

Choose 2 objects from the story and tell me what you would do with them. Why?

What have you learned from this story and what does it make you want to do?

Did the story give you any new ideas about yourself? What did it make you think?

Pretend you are X (character from the story). Tell me the three most important things about yourself and why they are important.

Does the story remind you of anything?

Higher Order Questions

Did your feelings change when you were listening to/reading the book?

Persuade me to buy this book (don't forget to use persuasive language techniques!)

If X (character from book) visited our school, what would you do with them and say to them? Why?

How is X (character from story) the same as X (different character from same story)?

What object in the book is most important? Can you talk for 2 minutes about the object and explain why you think it is the most significant/important?

How would you apply something you have learned from the story in the real world?

How does this story relate to your life?

Were there any patterns or connections that you noticed?

KPI C3

Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
C3	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Child Friendly Reading Targets	
1. I can recall what happened in the story.	

2. I can remember the important events of the story.

3. I can describe the characters in the story.

4. I can use fairy tale language (where appropriate) to retell a story.

5. I can describe where the story took place.

6. I can explain when the story took place.

7. I can explain what kind of story it is.

Lower Order Questions

Tell me 3 things you can remember about the story.

Name 2 characters in the story and tell me something about each of them.

Who is your favourite character? Why?

Where did the story take place?

When did the story take place?

What goes wrong in the story?

Can you draw a story map of the story?

Tell me about the cover of the book.

Middle Order Questions

Tell me 3 important things you can remember about the story. Tell me why you think they're important.

Name 3 characters in the story and tell me the most important thing about each of them.

Where did the story start and where did it end?

List 5 good/interesting words in the book.

Which key words do you remember from the story and why do you remember them?

Tell me about the time when the story took place.

What problems occur in the story?

Can you create a timeline of the key events in the story?

What other books has the author written?

Higher Order Questions

Name an important aspect of the story. Explain why you have chosen it.

Can you describe a key location in the story? If possible, refer to a range of senses – don't just tell me what it looks like!

Which words in the story are most powerful and why?

What time period does the story cover?

Can you create a timeline of the key events in the story and label them?

Do the cover illustrations and blurb tell you anything about the contents of the book?

What genre of story is it? How do you know?

KPI C4

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

C4	Recognising and joining in with predictable phrases.

This KPI is dependent upon reading and sharing books with the pupils containing repetition and predictable phrases, so that they have plenty of opportunities to join in. This should be done during story time each day, as well as during guided reading and English lessons. As such, there is no bank of assessment questions for this KPI.

Predictable books are books that are written in a way that makes it easy to guess what will happen on the next page. Many predictable books repeat words, phrases, or sentences throughout the text. For example, in the book Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr., the question "What do you see?" and the answer "I see a ___ looking at me." repeat throughout the entire story.

There are many benefits that come from reading predictable books. Here are just a few:

- Children learn pre-reading skills. As you begin to read books with your children, they learn pre-reading skills, such as reading from top to bottom, reading from left to right, and turning pages. They also learn that a story has a beginning, middle, and end.
- Children participate in reading. Predictable books are easy to understand and remember. Because of this, children become familiar with predictable books quickly, which allows them to fill in words and phrases when they read the books again.
- Children learn about rhyme and rhythm. Many predictable books use rhyme and rhythm to make them predictable. As a result, children learn these skills as they read and re-read predictable books.
- Children learn inflection in a natural way. We don't usually speak in just one tone of voice. Inflection is the change between the high tones and low tones in our voices when we speak. Predictable books often have a rhythm that is read with a singsong inflection which is easier for children to imitate.
- Children get additional speech practice. Because words and phrases are repeated in many predictable books, finding a book that repeats your children's targeted speech sounds can give them additional speech practice as they read.
- Children experience success with reading. Reading predictable books can make children feel successful with the skill of reading. Children who feel successful with reading will want to continue reading.

Some Predictable books:
- Fairytales ('Once upon a time' fairytale language)
- We're going on a Bear Hunt, Alhberg
- An Egg Is an Egg by Nicki Weiss
- Are You My Mother? by P.D. Eastman
- Don't Climb Out of the Window Tonight by Richard McGilvray
- I Went Walking by Sue Williams
- If You Give a Mouse a Cookie by Laura Numeroff
- It Looked Like Spilt Milk by Charles G. Shaw
- My Very Own Octopus by Bernard Most
- This Is The Bear by Sarah Hayes
- Where Does the Brown Bear Go? by Nicki Weiss
- Who Sank the Boat? by Pamela Allen
- Who Says That? by Arnold L. Shapiro

There are many more books which will enable pupils to demonstrate meeting this KPI. Keep a list of those you have used, which have worked well, which we can then collate to share across the network.

KPI C5

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

C5	Learning to appreciate rhymes and poems, and to recite some by heart.

Again, there is no question bank for this KPI. It is important to have a rhyme and poem a day, as well as regular opportunities to share and discuss poetry. It is vital to have an English unit that focusses on poetry at some point during the year. Poetry slams, competitions and performances during assemblies are also very much encouraged. There are good poetry book suggestions on the Book Trust's website.

KPI C6

Understand both the books that they can already read accurately and fluently and those that they listen to by:

C6	Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading.

Child Friendly Reading Targets

1. I recognise when a sentence doesn't make sense.
2. I can spot which word(s) don't make sense in a sentence.
3. I can work out what the word(s) should be from the rest of the sentence(s).
4. I can correct myself when I make a mistake.

Lower Order Questions

Does that sentence make sense?
Which word(s) don't work?
What should the correct word(s) be?

Middle Order Questions

How do you know that doesn't make sense?
What kind of word does it need to be?
Can you think of other words that would work in the sentence?

Higher Order Questions

Explain how you know that doesn't make sense.
What background information tells you that doesn't work here?
How many other words can you think of that you could use in place of 'X'?

KPI C7

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

C7	Discussing the significance of the title and events.

Child Friendly Reading Targets

1. I can explain how the story started.

2. I can explain how the story ended.

3. I can list the main events in the story.

4. I can sequence the main events in the correct order.

5. I can discuss the title.

6. I can discuss the problem or dilemma in the story.

Lower Order Questions

What is the title of the story?

Why is the book called 'X'?

What happens at the beginning of the story?

What is the main event that happens in this story?

Can you tell me about a problem that happened in the story?

How did the story end?

Middle Order Questions

Do you think 'X' is a good title for the story?

Why did the author begin the story in that way? Can you give me two or three reasons why you think that?

Can you draw a story map?

What are the 3 main events that happen in this story?

Why did the author choose to include X (a dilemma in the story)?

Describe how this plot is similar to X.

Why did the author choose to end the story in that way? Can you give me 2 or 3 reasons why you think that?

Higher Order Questions

If you wrote the book, would you have given it this title? Or can you think of a better one?

Why did the author choose to open the story in such a way? Why did he/she not choose another form of opening?

Can you explain the significance of the main events in the story?

Compare and contrast X (character/setting in story) with X (character/setting in a different story. How are they alike and how are they dissimilar?

Compare and contrast this plot with X. How are they similar and how are they different?

Why did the author choose to end the story in such a way? Why did he/she not choose a different ending?

KPI C8

Understand both the books that they can already read accurately and fluently and those that they listen to by	
C8	Predicting what might happen on the basis of what has been read so far.

Child Friendly Reading Targets

1. I can predict what the story might be about by looking at the cover and title.

2. I can predict what might happen next and explain why I think that.

3. I can predict the types of characters in the story and what their actions might be.

4. I can make predictions about the setting in the story.

5. I can make predictions about the type of language that might be used in the story.

Lower Order Prediction Questions

(After talking about the cover) How do you think the story will start?

Using the story's title as a clue, what do you think the story will be about?

What do you think will happen next?

What do you think will happen in the middle of the story?

What kind of words do you think the author will use?

What kind of places will there be in this story?

What kind of people will there be in the story?

Tell me one thing you think will happen in the story.

What kind of sentences do you think the author will use?

Middle Order Prediction Questions

(After talking about the cover) what do you think the first words in the story will be?

From the title, what do you think will happen in the story?

What do you think will happen immediately after this and how will it affect the story?

Can you predict what will occur later in the story?

Why kind of fairy tale (substitute as appropriate) language do you think the author will use?

Where do you think the story will start and end?

Can you list the kind of characters you think we'll meet in the story?

What do you think won't happen in the story?

What kind of sentences do you think the author will use and why?

Higher Order Prediction Questions

(After talking about the cover) What kind of opening do you think the author will choose?

Using only the title, can you predict the plot of the book?

What do you think the author will reveal and how will it shape the rest of the plot?

What dilemmas might the character face throughout the story?

Can you name some genre related words and phrases that you think the author might use?

What range of locations do you think the author will include in the story?

What kind of traits do you think the key characters will have?

How likely do you think X is?

Name some sentence types you think the author will use next. Why do you think they will use them?

KPI C9

Understand both the books that they can already read accurately and fluently and those that they listen to by	
C9	Participating in discussion about what is read to them, taking turns and listening to what others say.

Child Friendly Reading Targets

1. I can discuss the book and answer questions

2. I can take turns in a group.

3. I can listen carefully when other people are talking.

4. I can explain what someone else has said.

Lower Order Speculative Thinking Questions

Did your partner like the story?

Tell me what your partner thought of the story?

Did you and your partner feel the same way about the story?

Do other people think the same way about the character as you do?

Middle Order Speculative Thinking Questions

Explain what your partner thought about the story.

Describe what other people think of the characters – do they share your views?

Do you share the same opinion as your partner?

Why do you think you have different opinions?

Why do you think you feel the same as your partner?

Higher Order Speculative Thinking Questions

Do most people like or dislike the story?

Why do you think X is the most popular character?

Explain your partner's views on X

Summarise what your group think of X

KPI C10

Understand both the books that they can already read accurately and fluently and those that they listen to by

C10	Explaining clearly their understanding of what is read to them.

Child Friendly Reading Targets

1. I can explain what kind of book it is and how I know.

2. I can explain which character actions I did, and didn't, like and say why.

3. I can explain how a character is feeling.

4. I can answer questions about the plot.

5. I can answer questions about the setting.

Lower Order Deduction & Inference Questions

What kind of book is this? Tell me why you think this.

Did anyone do anything you liked? Tell me why you liked it.

Did anyone do anything you didn't like? Tell me why you didn't like it.

Tell me three things that happened in order.

Tell me about something that went wrong (a problem) in the story and how it was solved.

How is a character feeling? How do you know?

Tell me about a place in the story. What is interesting about it?

Middle Order Deduction & Inference Questions

Using the cover and skimming through the text, can you tell me as much as possible about the kind of book this is?

Tell me about some important good (positive) things the characters did. Why do you think these are important?

Tell me about some important bad (negative) things a character did. Why do you think these are important?

Tell me three things that happened at the start of the story/chapter in order. Tell me three things that happened at the end of the story/chapter in order.

Explain how a character is feeling using evidence from the text.

How did the setting make the story more interesting?

Which words and phrases were most effective when describing the setting?

Higher Order Deduction & Inference Questions

Can you tell me the genre that you think this book wild be? What makes you think that?

Were the actions of any of the characters ones you agreed with? Tell me why you agreed with them.

Were any of the actions ones you disagreed with? Tell me why you disagreed with them.

In your own words, talk for three minutes about the major events in the story.

In your own words tell me about the major dilemma in the story. Why do you feel it is crucial?

Describe the author's use of language. Why was it effective (or not)?