

Class Assessment Sheet

Literacy: Year 1 Term 1

Target: Use knowledge of letter sounds to read and write simple (CVC) words.

Learning Outcomes	Children who have not made as much progress:	Planned Action	Children who have progressed further:	Planned Action:
<p>Word 1: From YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through: a) exploring and playing with rhyming patterns;</p>				
<p>Word 1: From YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through: b) generating rhyming strings, e.g. <i>fat, hat, pat</i></p>				
<p>Word 3: From YR to practise and secure the ability to hear initial and final phonemes in CVC words, e.g. <i>fit, mat, pan</i>.</p>				
<p>Word 4: To discriminate and segment all three phonemes in CVC words;</p>				
<p>Word 5: To blend phonemes to read CVC words in rhyming and non-rhyming sets</p>				
<p>Word 6: To represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets;</p>				
<p>Sentence: none</p>				
<p>Text 1: To reinforce and apply their word-level skills through shared and guided reading;</p>				
<p>Text 2: To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;</p>				
<p>Text 8: Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;</p>				