

ABHPS Year 1 Age Related Questions

Assessment Focus	<u>Age Related Questions- Year 1</u>
Word	<p>Q1: Can you use the phonics you've learnt to read a word you've never seen before?</p> <p>Q2: Do you recognise this key word?</p> <p>Q3: Do you recognise words ending in and 's, 'es, 'ing, 'ed, 'er and 'est? What smaller words can you see inside the larger word to help you sound it out and understand it?</p> <p>Q4: Can you segment this word into syllables to help you read it?</p> <p>Q5: How do read these type of words with contractions [for example, I'm, I'll, we'll], ?</p> <p>Q6: Can you see a word inside the word?</p> <p>Q7: Can you blend this part of the word.</p> <p>Q8: Can you read with good expression like me (demonstrate)?</p> <p>Q9: What do you notice about the punctuation? How do you change your voice when you see a full stop?</p>
10.making inferences on the basis of what is being said and done	<p>Q1: How did ___ feel?</p> <p>Q2: Why did ___ feel / think/ say ___?</p> <p>Q3: How do we know ___ from what ___ says?</p> <p>Q4: What does this event or what ___ says tell us about how ___ is feeling / thinking?</p> <p>Q5: What do you think is happening here? (interpret straight forward events in text)</p> <p>Q6: What happened in this part of the story? What might this mean? (interpret straight forward events in text)</p> <p>Q9: What do we know about...? (deduce/infer on straight forward events in text)</p>
13.explain clearly their understanding of what is read to them	<p>Q1: Where and when did the story take place?</p> <p>Q2: What did s/he/it look like?</p> <p>Q3: Who was s/he/it? Can you name the...?</p> <p>Q4: Where did s/he/it live?</p> <p>Q5: Who are the characters in the book? What happened after?</p> <p>Q6: How many...?</p> <p>Q7: Describe what happened at...?</p> <p>Q8: What happened after...?</p> <p>Q9: Whom did she meet on her way to...?</p>
2.being encouraged to link what they read or hear read to their own experiences	<p>Q1: Have you ever seen/visited ___ before?</p> <p>Q2: Who has read or seen anything like this before?</p> <p>Q3: Have you ever felt this way yourself?</p>
<p>3.becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>4.recognising and joining in with predictable phrases</p>	<p>Q1: Is this a fairy story or fable? How do you know?</p> <p>Q2: Can you retell the story we've learnt to a friend?</p> <p>Q3: Who are the good/kind/bad/wicked/naughty characters in this story? How do you know?</p> <p>Q4: What other story have you heard like this one?</p> <p>Q5: Does your story start and finish in a special way?</p> <p>Q6: What's special about fairy stories/fables/this story?</p> <p>Q7: This is a fairytale - how might this story start/end? Join in with all the phrases you recognise.</p>
<p style="color: red;">6.discussing word meanings, linking new meanings to those already known</p> <p>7.drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>8.checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Q1: Point out a phrase in the book with a tricky word. Give multiple choice options for the meaning of the tricky word.</p> <p>Q2: Which word means the same as _____?</p> <p>Q3: Point out a saying or idiom in a book with a tricky word. Give multiple choice options for the meaning of saying or idiom. Eg. 'golden rules' This means rules are.....</p> <p>Q4: Point out a phrase in a book. Ask the children to copy down one word that means a synonym which you supply. Eg. Fox dashed off the path and hid behind a bush. Find and copy one word that shows the fox moved quickly.</p> <p>Q5: Can you see a smaller word inside the larger word? Does it give any clues about what the longer word could mean?</p> <p>Q6: If you're stuck on what a word, can you read the whole sentence to help figure out what the missing word could mean?</p> <p>Q7:Can you use the pictures/ title of the book to help you understand this tricky word?</p> <p>Q8: Does that sentence sound right to you? Does it make sense? Try again- perhaps one of your words is muddled.</p>

9. discussing the significance of the title and events

11. predicting what might happen on the basis of what has been read so far

Q1: Why did the author choose this title for their story?

Q2: Why do you think _____ happened in this story?

Q3: Why does the writer choose to include a mean character in their story?

Q4: Look at the title. What might this story be about?

Q5: Let's stop at this page. What might happen next?