



# Reading awareness check

This observation check list has been developed for families to get a sense of how their Year 1 child is developing in learning to read in English. It lists some of the skills you might see your Year 1 child doing at home.

If you are concerned about your child’s progress in reading, you might like to discuss this check with your child’s classroom teacher. Your child’s teacher will be able to draw on a range of resources from the Literacy Hub to reinforce learning that is being done at school.

Reading awareness check
My child can read familiar words quickly and fluently.
My child can recognise beginning sounds of words like ‘tuh’ for toast if I ask them.
My child can change sounds in a given word to create a rhyming word (mat, cat, fat).
My child can both break up the sounds and write short words such as c-a-t and h-a-t.
My child sounds out words when they are reading.
When reading a word, my child knows how to blend sounds to make short words such as a-sh, s-u-n, b-i-n, sh-i-p.
My child can read the reader (reading book) that comes home from school with minimal support (or none).
When helping my child sound out a word on one page of a book, they are able to recognise that same word on the following pages and read it.
My child can answer simple questions to show that they understand what they are reading.
My child likes learning to read new words. I see this when we are reading together and through play activities where he/she experiments with words and sounds.
My child can recognise the end sounds of words like ‘ss’ in mess if I ask them.
My child understands that some sounds are made by combining 2 or more letters and they can identify when they might be used at the start or end of a word (for example: chat, lick, sing, shin, hiss, thin, fizz).
My child can read the reader (reading book) that comes home from school with expression, pausing at commas and at full stops.
My child knows that there are different ways of saying each vowel (a,e,i,o,u) and usually selects the correct sound when reading words in the reader (reading book).
My child can correct themselves when reading aloud and retain the meaning of what he/she is reading.
My child recognises that different letters and letter combinations in their home reader can make the same sound (for example the /s/ sound in ‘sat’, ‘cent’, ‘scene’.)
My child can read the reader (reading book) that comes home from school with appreciation for the story line and ‘voice’ of the story.
My child can make predictions about what might happen next within a story. They understand what the story is about and why the characters act the way they do.

