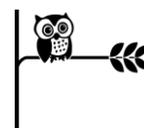


Reading Targets

Pupil's Name: _____

Year 1 Expected

TARGETS	SECURE
Word Reading	
I can match all 40+ graphemes to their phonemes.	
I can blend sounds in unfamiliar words.	
I can divide words into syllables.	
I can read compound words.	
I can read words with contractions and understand that the apostrophe represents the missing letters.	
I can read phonetically decodable words.	
I can read words that end with 's, -ing, -ed, -est	
I can read words which start with un-.	
I can add -ing, -ed and -er to verbs. (<i>Where no change is needed to the root word</i>)	
I can read words of more than one syllable that contain taught GPCs.	
I can read common exception words.	
Comprehension	
I can say what I like and do not like about a text.	
I can link what I have heard or read to my own experiences.	
<u>I can become familiar with and retell key stories, fairy stories and traditional tales.</u>	
I can listen to and talk about poems, stories and non-fiction.	
<u>I can talk about the main characters within a well known story.</u>	
I can recognise and join in with predictable phrases.	
I can learn some poems and rhymes by heart.	
I can use what I already know to understand texts.	
I can check that my reading makes sense and go back to correct myself when it doesn't.	
<u>I can draw inferences from the text based on what is being said and done.</u>	
<u>I can make predictions about the events in the text based on what I have read so far.</u>	
<u>I can explain what I think a text is about.</u>	
<u>I can talk about the meaning and importance of the title and events.</u>	
<u>I can discuss word meaning and link these new words to words I already know.</u>	



Reading Targets

Pupil's Name: _____

Year 1 Greater Depth

TARGETS	SECURE
I can read accurately and confidently words of 2 or more syllables.	
I can talk about my favourite authors or genre of books.	
I can predict what happens next in familiar stories and begin to talk about why.	
I am happy to read aloud in front of others.	
I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.	
I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.	
I am aware of mistakes made when my reading does not make sense.	
I can re-read a passage if I'm unhappy with my own comprehension.	
I have a growing awareness of how non-fiction texts are organised.	
I can use illustrations as an important feature in helping me to read.	

