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| Year 1 Reading Targets  |
| A child will have met the Year 1 ‘standard’ by successfully achieving each of these statements**Highlighted steps in bold are key performance Indicators for year group** |
|  | Step | Secure within step |
| Comprehension | **I can develop a love of reading by hearing a wide range of stories, poems and non-fiction read by others** |  |
| I can enjoy stories and texts that I can read by myself that link to my own experiences. |  |
| **I can enjoy reading familiar well-known retellings, fairy stories and traditional tales. This includes an awareness of their special features** |  |
| I can enjoy reading poems and rhymes, learning some by heart. |  |
| I can explain the meaning of words that I already know linking these to new words that are connected |  |
| I can use background information or information given by the teacher to help me understand what I am reading. |  |
| **I can check that the text makes sense and correct myself if I make mistakes** |  |
| I can talk about the title and events in the books that I am reading. |  |
| I can say what the characters might feel in a story on the basis of what is being said or done. |  |
| **I can say what might happen next in a story** |  |
| I can be part of a discussion about what is being read to me, taking turns and listening to what others say. |  |
| I can explain clearly my understanding of what is being read to me. |  |
| Word Reading | I can use the sounds that I know to reread books more fluently and with more confidence |  |
| I can read aloud accurately books that are consistent with developing phonic knowledge. |  |
| I read words with contractions e.g. I’m, I’ll, we’ll. |  |
| **I can read words of more than one syllable that I have been taught** |  |
| I can read words made up of the letter sounds –s, -es, -ing, -ed, -er, and –est as endings. |  |
| **I can read common exception words and see where the letter sounds are different** |  |
| I can spell words containing each of the 40 phonemes taught |  |
| **I can read new words correctly by blending the letter and letter group sounds that I have been taught** |  |
| **I can say quickly the sound of all the letters and letter groups** |  |
| I can use letter sounds to read and work out new words |  |