|  |
| --- |
| 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, applying my phonic knowledge |  |
| **I can identify key characteristics in fairy stories and traditional tales** |  |
| 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  |  |
| I can link my own knowledge to 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 infer what characters might feel in a story on the basis of what is being said or done |  |
| **I can predict 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 recall specific information from a text (fiction & non- fiction) |  |
| Word Reading | I can use the sounds that I know to reread books more fluently and with more confidence to attempt more challenging texts |  |
| 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 all Phase 2-5 tricky words and Y1 common exception words on sight** |  |
| I can read words containing each of the 44 phonemes taught |  |
| I can match the correct sound to grapheme for all 44 phonemes |  |
| **I can read new words correctly by blending accurately** |  |