



Year 1 Reading Targets

Name

Year Group.....











Date Started

Autumn

Spring.....

Summer.....



		A U T	S P R	S U M
Reading:				
Word Reading				
1	I can use my Fred finger and RWI knowledge to read words.			
2	I know all set 1, 2 and 3 sounds 			
3	I can use my phonics to blend sounds in new words. 			
4	I can use my phonics I have been taught to read new words.			
5	I can read common exception words. 			
6	I can read common exception words and notice the different spellings to the sounds.			
7	I can read words containing phonics I have been taught and -s, -es, -ing, -ed, -er and -est endings.			
8	I can read words with more than one syllable that have the sounds I have been taught so far.			
9	I can read words with contractions (I'm, I'll, we'll) and know that the apostrophe shows the missing letter(s)			
10	I can read aloud accurately my RWI books 			
11	I can re-read my books to help with my fluency and confidence in reading new/tricky words.			
Reading Comprehension				
Develop pleasure in reading, motivation to read, vocabulary and understanding by:				
12	I can listen to and talk about a wide range of poems, stories and non-fiction texts that are too hard for me to read myself. 			
13	I am trying to link what I have read or had read to me to my own experiences.			
14	I am very familiar with key stories, fairy stories and traditional tales. 			
15	I can retell key stories, fairy stories and traditional tales, thinking about the main parts of the story.			
16	I can recognise join in with predictable phrases from the story I am listening too including rhyming words.			
17	I am learning to say what I like and don't like about rhymes and poems.			
18	I am beginning to learn and recite rhymes and poems by heart.			
19	I can talk about the meaning of words, linking them to words I already know.			
Understand both the books they can already read accurately and fluently and those they listen to by:				
20	I understand the book by using what I already know or from information and vocabulary given to me by my teacher.			
21	I can make sure what I am reading makes sense when I am reading. 			
22	I know when I have made a mistake and correct it when I am reading. 			
23	I can talk about the importance of the title and events. 			
24	I can tell you more about the text based on what is being said and done.			
25	I can predict what might happen from what has been read so far. 			
26	I can join in discussions about what is read to me, taking it in turns, listening to my friends.			
27	I can explain clearly what I understand about what has been read to me.			



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