

Name: _____

Reading Target Sheet
Year 1

1B

1W

Love of Reading 

I enjoy listening to and discussing a wide range of poems, stories and non-fiction books that are at a level beyond what I can read independently.

I read widely for pleasure, information and to develop my knowledge across the curriculum.

5b. I enjoy and understand rhymes and poems and can recite some by heart. (fluency)

Word Reading

1b. I can quickly give the correct sound to graphemes for all 40+ phonemes and read words accurately by sounding and blending these.

1w. I can read captions and sentences containing words with taught GPCs and exception words (securely within Phase 5).

2b. I can read several common exception words.

2w. I can read contracted words and I know the use of the apostrophe e.g. I'm, we'll.

3b. I can read some words that have more than one syllable.

3w. I can read words that have common suffixes including -ing, -ed, -er, _s, _es and -est.

4b. I can check that the text I read makes sense by correcting inaccurate reading.

4w. I am developing my fluency by becoming less reliant on segmenting and blending.

Comprehension

6w. I can discuss word meanings, linking new meanings to those I already know. (V)

5w. I can use relevant strategies to build my vocabulary. (V)

6b. I can use my prior knowledge along with background information and vocabulary provided by the teacher to make inferences. (I)

7w. I can make inferences based on what is being said and done. (I)

7b. I can predict what might happen based on what I have read so far. (P)

8w. With support, I can make predictions about the content of unfamiliar stories based on the title, cover, illustrations, blurb and narrative structure. (P)

8b. I can discuss a range of poems, stories and non-fiction and explain my understanding of what is read to me. (E)

9w. I can explain my likes and dislikes about the stories read to me. (E)

9b. I can ask and answer questions about the stories read to me (R)

10w. I can pick out the characteristics of key stories, fairy stories and traditional tales. (R)

10b. I can retell key stories, fairy stories and traditional tales using main events and key phrases. (R)

11w. I have a growing awareness of how to use non-fiction books to find information. (R)

11.b I can structure key events from a text using the vocabulary 'first', 'next', 'then'. (S)

12w. I can sequence texts into a simple beginning, middle and end structure (S)

S To be secure, children must reach the majority of the targets.

Greater Depth (1S+)

1s+. I am fluent with exception words and multi-syllabic words.

2s+. I re-read for sense automatically and am secure in reading 90 words a minute.

3s+. I can use comprehensive vocabulary choices when talking about books and make more complex predictions + deductions using a range of cues. (P).

4s+. I make links between the texts I read and experiences independently. (E)

5s+. I am confident to discuss preferences and favourite authors and can give reasons for my thinking. (E)

6s+. I can tell someone about the main ideas in a story. (summarise)

Tier 2 Vocabulary (previous year in italics)

YR- who, what, where, why, when, which, how, order, similar, different, author, character

Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss