

**YEAR 1 READING TARGETS** – ('Tick IN THE BOX' when achieved consistently in School  
P = PUPILS, T = TEACHERS)

**NAME** \_\_\_\_\_

**CLASS** \_\_\_\_\_

**Word Reading**

I can use letter sounds to work out and read new words.

P T

I can say quickly the sound of all the letters and letter groups.

P T

I can read new words correctly by blending the letter and letter group sounds I have been taught.

P T

I can read many common exception words.

P T

I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est.

P T

I can read words of more than one syllable using sounds that I have been taught.

P T

I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

P T

I can read many words quickly and accurately without needing to sound and blend words I have seen before.

P T

I can read aloud books that use letters and letter groups I have been taught.

P T

I can use the sounds I know to re-read books more fluently and with more confidence.

P T

**Comprehension**

I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

P T

I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

P T

I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

P T

I can join in with words when I can guess what is coming next.

P T

I can enjoy and understand rhymes and poems, and can recite some by heart.

P T

I can explain the meaning of words that I know and I can talk about the

meaning of new words. I can link the meaning of new words to those I already know.

P	T
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I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

P	T
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I can usually spot if a word has been read wrongly by following the sense of the text.

P	T
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I can talk about the title and events in books I have read or heard.

P	T
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I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

P	T
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I can say what might happen next in a story.

P	T
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I can take part in a group talk about what we have listened to. I take

turns and listen to what others have to say.

P	T
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I can explain clearly my understanding of texts which have been read to me.

P	T
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### Spoken Language

I can listen to and talk about a wide range of poems, stories and non-fiction.

P	T
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I can join in a talk about the title and what happens in a book.

P	T
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I can recite some poems and rhymes by heart.

P	T
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I can say out loud what I am going to write about.

P	T
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I can speak a sentence before writing it.

P	T
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I can read aloud my writing clearly enough to be heard by the group and the teacher.

P	T
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I can use words about the time (including telling the time using o'clock and half past).

P	T
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I can discuss and solve problems in familiar practical contexts, including using quantities.

P	T
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### STEPS

