



## Reading



By the end of Year 1...

### Reading Decoding Targets:

- ✓ I am beginning to apply my knowledge and skills from phases 2, 3 and 4 to decode words.
- ✓ I can quickly match the correct sound to graphemes for phase 2 and 3 phonemes.
- ✓ I am beginning to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe).
- ✓ I am beginning to read and identify common words and unusual correspondences between spellings and sounds.
- ✓ I am beginning to read words with known GPCs and ending are noticed. (-s, -es, -ing, -ed, -er and -est)
- ✓ With support, I can phonetically decode words of more than one syllable.
- ✓ I am beginning to read common contractions (for I'll; I'm; we'll)
- ✓ I am beginning to understand that the apostrophe represents the omitted letter(s).
- ✓ I am beginning to read aloud phonetically decodable books with some level of accuracy.
- ✓ I am beginning to re-read some books accurately with some phrases read fluently.
- ✓ I can read accurately by blending the sounds in words that contain graphemes up to phase 5.
- ✓ I am beginning to recognise alternative sounds for graphemes.
- ✓ I can read words that contain two or more syllables (up to phase 5).
- ✓ I can read words containing common suffixes including -s, -es, -ing, -ed, -er, and -est.
- ✓ I am beginning to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- ✓ With support, I can sound out unfamiliar words accurately and without undue hesitation.

### Reading: Comprehension Targets

- ✓ With support, I understand the main events or key points in a text that I read or listen to.

- ✓ With support, a simple story is sequenced and the significance of the title and events is discussed.
- ✓ With prompts, I can make predictions about what might happen, in the books I have read and listened to.
- ✓ I am beginning to make links between what I've read or heard to my personal experiences.
- ✓ I recognise and join in when familiar or predictable phrases are used in stories or poems.
- ✓ I often check that the text makes sense while I'm reading and with support reading is corrected.
- ✓ I am beginning to make simple inferences about characters, based on what is said or done in books that I read or listen to.
- ✓ I use role play to identify with and explore characters.
- ✓ I can locate simple information in response to a simple question.
- ✓ I can ask simple questions about a text.
- ✓ I can identify words/phrases that I like and use them to respond to a text.
- ✓ I listen to a wide range of poems, stories and non-fiction (beginning to discuss texts at a level beyond those that can be read independently).
- ✓ I understand the purpose of the title, blurb and illustration.
- ✓ I can ask simple questions and make predictions based on them.