

YEAR 1 READING TARGET MAP

COMPREHENSION

I listen to and discuss a wide range of poems, stories and non-fiction books, which may be too difficult to read by myself at the moment.

When I read, I can tell you about similar things that have happened to me.

I can tell you about some special stories we have worked on in class and can re-tell them, saying what is special about them.

I join in with the class when a familiar part of a story is read out.

I have learned some rhymes or poems off by heart.

I discuss what new words mean, linking them to words I already know.

I understand the books I can read.

I check the text I am reading makes sense as I read through it.

I discuss the importance of titles and events from the books I read.

I can tell you about why a character does or says some things.

I can predict what might happen next based on what I have read so far.

I take turns to talk and listen, when I discuss books and stories with others.

I can explain what has happened in the story someone has just read to me.

I can read accurately and confidently words of two or more syllables.

I can talk about my favourite authors or genre of books.

EXCEEDING



I am aware of mistakes made when my reading does not make sense.



I am beginning to know how non-fiction texts are organised.



I re-read pages if I'm not quite sure I understand the text.

I can use illustrations as a way of helping me to read.

WORD READING

I can read words by breaking them down into sounds.

I can quickly read letters or groups of letters.

I read new words by blending letter sounds together.

I can read some unusual words.

I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.

I can correctly read the longer words in my word list.

I can read words that contain missing letters (contractions) (e.g. I'm, I'll, and we'll).

I correctly read aloud the words from my book.

I re-read books so that I become a more confident reader.