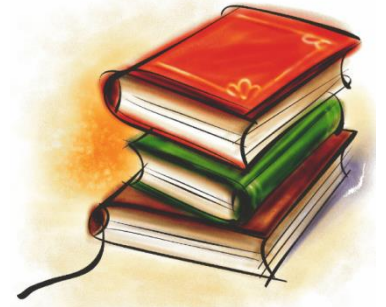




Reading



Name: _____

By the end of Year 1...

Decoding Targets			*I am beginning to apply my knowledge and skills from phases 2 and 3 to decode words.
			*I am beginning to apply my knowledge and skills from phases 4 and 5 to decode words.
			I can quickly match the correct sound to graphemes up to phase 5.
			*I can blend sounds in unfamiliar words with increasing accuracy.
			*I am beginning to read and identify common words and unusual correspondences between spellings and sounds.
			I can read common contractions (for example I'll; I'm; we'll) with increasing accuracy and understand that the apostrophe represents the omitted letter(s).
			*I am beginning to read aloud phonetically decodable books with some level of accuracy and fluency.
			I am able to recognize 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 without overt sounding and blending.
		I am beginning to use intonation and expression when reading aloud.	
Comprehension Targets			*With support, I understand the main events or key points in a text that I read or listen to.
			*I can discuss the significance of the title and key events.
			*I can sequence a simple story.
			*I can predict what might happen on the basis of what has been read so far.
			I am beginning to make links between what I've read or heard to my personal experiences.
			*I can recognize 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 by asking simple questions.
			I can locate simple information in response to a simple question.
			I can give an opinion about a text.
			I can make inferences on the basis of what has been said and done.
			I can listen to and read a wide range of non-fiction texts (at a level beyond those that can be read independently) and am beginning to understand and discuss key features.
			I can listen to a wide range of stories and poems (at a level beyond those that can be read independently) and am beginning to understand and discuss key features.
		I can use key terminology such as: page, author, text, word, sentence, title, blurb, illustration to discuss a wide range of texts.	